

Mathematics

2nd primary – First term

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Hundred chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Numbers

Ones		From 11 to 19		Tens	
1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety

- Count by ones and tens up to 100. [ ]
- Read and write numbers up to 100. [ ]



Write the number in words:

3	....
5	....
6	....
1	....
8	....
7	....
2	....
9	....
4	....

15	....
17	....
12	....
14	....
18	....
11	....
16	....
13	....
19	....

40	....
50	....
10	....
30	....
70	....
20	....
90	....
60	....
80	....

27	....
53	....
42	....
85	....
33	....
61	....
78	....
59	....
28	....
94	....
46	....

34	....
47	....
92	....
25	....
52	....
69	....
73	....
51	....
83	....
76	....
22	....

67	....
49	....
54	....
35	....
86	....
21	....
72	....
93	....
39	....
45	....
68	....

- Write numbers up to 100 in word form. [ ]

Revision 2

Value and place value of a 2-digit number

	35	
	III	⋮
Place value	**Tens**	**Ones**
Value	**30**	**5**



Write the <u>place value</u> and the <u>value</u> of the underlined digit:

Number	Place value (tens - ones)	Value	Number	Place value (tens - ones)	Value
<u>2</u>7	....	....	<u>5</u>9	....	....
5<u>6</u>	....	....	8<u>1</u>	....	....
7<u>3</u>	....	....	<u>1</u>2	....	....
<u>4</u>1	....	....	<u>4</u>0	....	....
5<u>0</u>	....	....	<u>7</u>6	....	....
<u>6</u>4	....	....	2<u>9</u>	....	....
<u>9</u>5	....	....	<u>2</u>3	....	....
1<u>6</u>	....	....	<u>4</u>9	....	....
<u>8</u>2	....	....	9<u>8</u>	....	....
3<u>3</u>	....	....	<u>3</u>4	....	....
<u>1</u>8	....	....	6<u>5</u>	....	....
<u>2</u>0	....	....	<u>4</u>8	....	....
<u>3</u>2	....	....	<u>1</u>1	....	....

- Write the place value and the value of each digit. [ ]



Write the number in standard form:

40 + 5	....	80 + 7	....
30 + 6	....	20 + 8	....
60 + 1	....	90 + 3	....
2 + 50	....	6 + 70	....
3 + 40	....	4 + 30	....

3 tens, 4 ones	....	6 tens, 3 ones	....
5 tens, 2 ones	....	7 tens	....
2 tens, 6 ones	....	9 tens, 1 ones	....
7 ones, 4 tens	....	5 ones, 8 tens	....
2 ones, 1 tens	....	8 ones, 2 tens	....

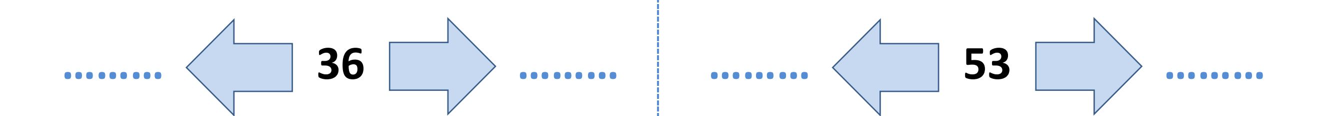
forty-six	....	seventy	....
thirty-five	....	fifty-two	....
ninety-one	....	twenty-three	....
sixteen	....	sixty-four	....
eighty-five	....	seventy-seven	....

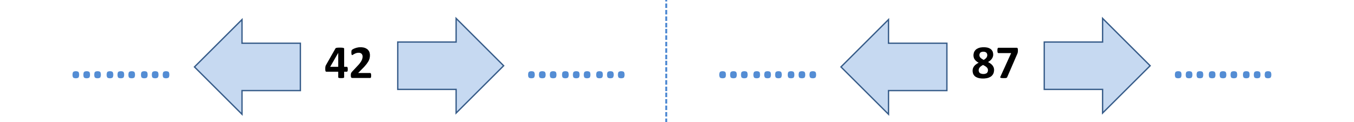
- Write numbers up to 100 in standard form. [ ]

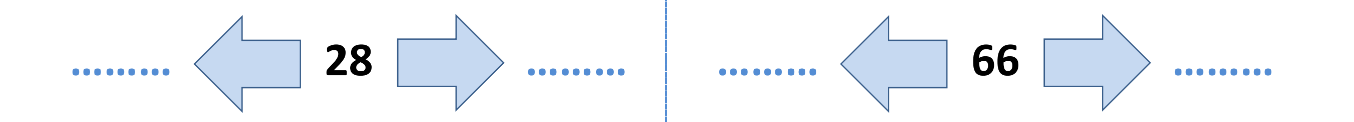
Revision 3 | Before and after

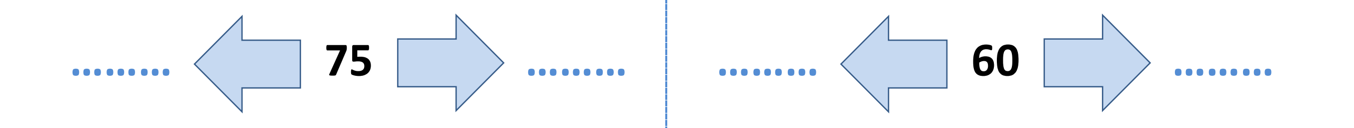


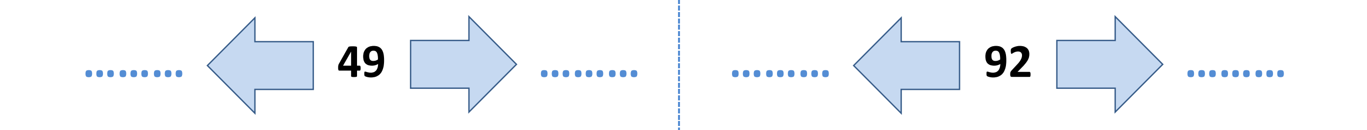
Write the number comes just before and comes just after the given number:

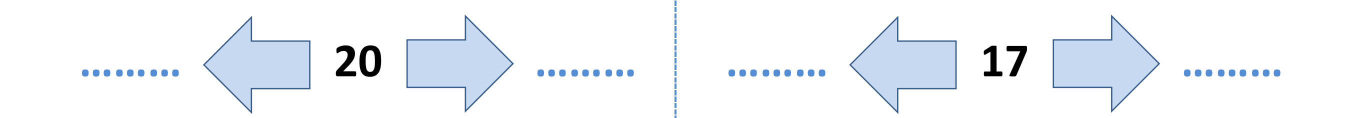


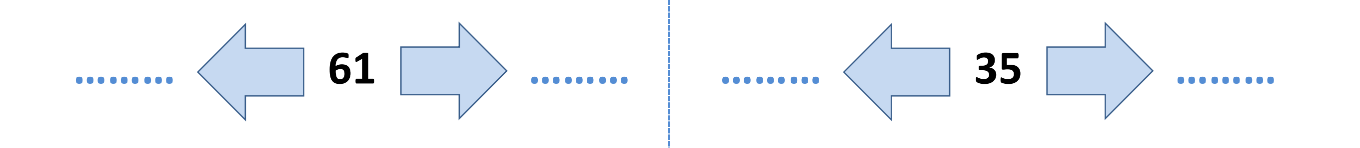












- Write the number comes just before and after the given number. [ ]

Revision 4

1 More, 1 less, 10 more and 10 less



	-10	
	.....	
-1	43	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	57	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	35	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	68	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	30	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	26	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	18	..... + 1
	.....	
	+10	

	-10	
	.....	
-1	79	..... + 1
	.....	
	+10	

- Write 1 more, 1 less, 10 more and 10 less the given number. [ ]

Revision 5 | Comparing numbers up to 100



Compare by using > , < or =

7		9	8		4
5		3	1		6
15		8	24		9
7		70	6		21
16		19	45		42
24		27	71		78
34		40	21		16
15		18	32		25
40		51	35		28
50		63	64		27
58		39	48		70
66		46	72		57
52		59	41		68
29		43	94		81
75		78	44		40

- Compare numbers up to 100 by using < , > or = [ ]



Chapter 1

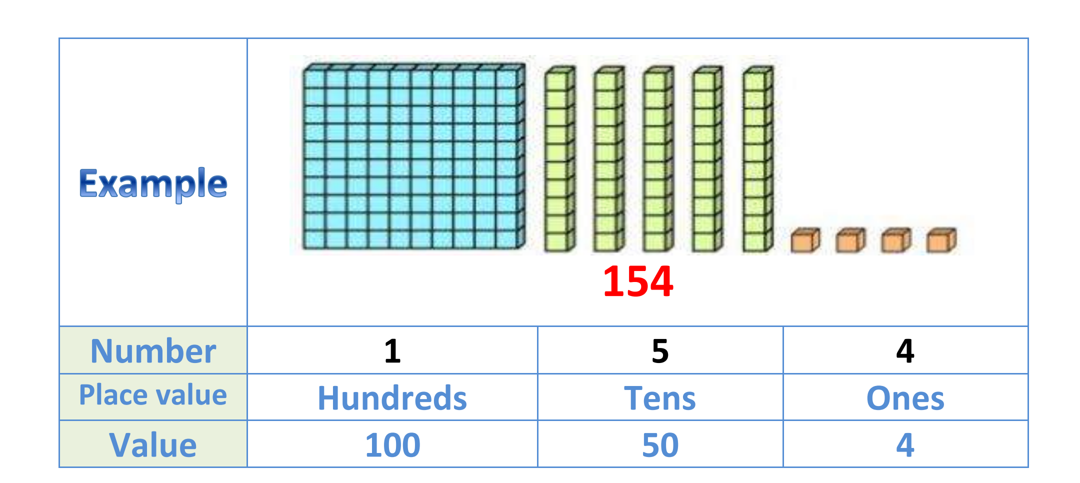
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Lesson 1 — The place value and value of a 3-digit numbers

Hundreds	Tens	Ones
1 hundred = 10 tens	1 ten = 10 ones	1 Ones
Hundreds	Tens	Ones



Example	154		
Number	1	5	4
Place value	Hundreds	Tens	Ones
Value	100	50	4



Read as

one hundred fifty-four

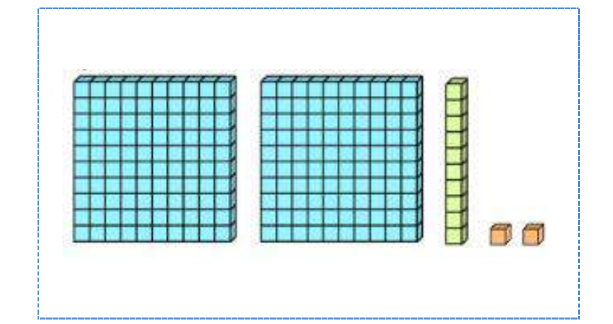


Write as

Standard form:	154
Expanded form:	100 + 50 + 4
Place-value form:	1 hundreds, 5 tens and 4 ones
Word form:	One hundred fifty-four

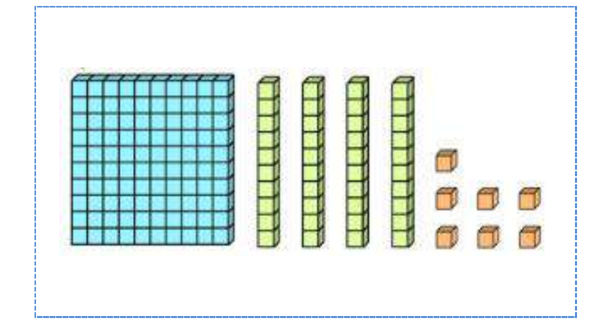
- Understand the meaning of the hundreds place. [ ]
- Read numbers up to the hundreds place. [ ]
- Write numbers up to the hundreds place in different forms. [ ]





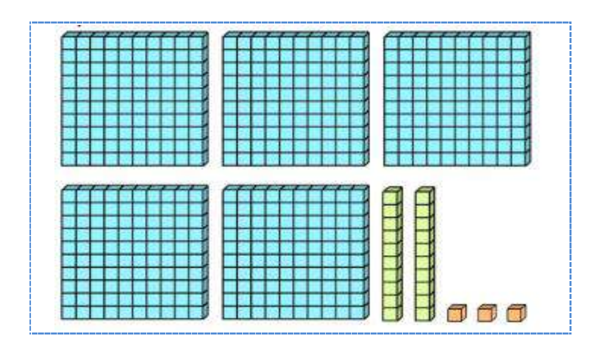
hundreds	tens	ones
....	....	....

Number
....



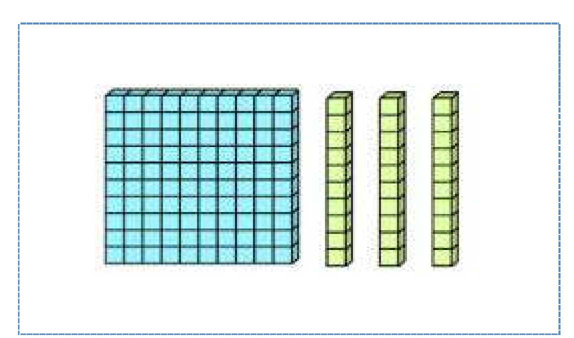
hundreds	tens	ones
....	....	....

Number
....



hundreds	tens	ones
....	....	....

Number
....



hundreds	tens	ones
....	....	....

Number
....

hundreds	tens	ones
....	....	....

Number
....

- Write how many hundreds, tens and ones in the chart [ ]



Complete:

Number	Hundreds	Tens	Ones
528	…………………	…………………	…………………
106	…………………	…………………	…………………
892	…………………	…………………	…………………
390	…………………	…………………	…………………
673	…………………	…………………	…………………
75	…………………	…………………	…………………
633	…………………	…………………	…………………
600	…………………	…………………	…………………
821	…………………	…………………	…………………



Write the place value and the value of each underlined digit:

Number	Place value (hundreds – tens – ones)	Value
562	………………………………………………………………	………………………
186	………………………………………………………………	………………………
354	………………………………………………………………	………………………
872	………………………………………………………………	………………………
903	………………………………………………………………	………………………
340	………………………………………………………………	………………………
68	………………………………………………………………	………………………
700	………………………………………………………………	………………………
650	………………………………………………………………	………………………
493	………………………………………………………………	………………………

- Write the place value and the value of each digit. [ ]

Lesson 2 Different forms of 3-digit number



Standard form	Expanded form	Place-value form	Word form
672	……+……+……	… hundreds, … Tens, … ones	……………………
371	……+……+……	… hundreds, … Tens, … ones	……………………
145	……+……+……	… hundreds, … Tens, … ones	……………………
639	……+……+……	… hundreds, … Tens, … ones	……………………
420	……+……+……	… hundreds, … Tens, … ones	……………………
212	……+……+……	… hundreds, … Tens, … ones	……………………
348	……+……+……	… hundreds, … Tens, … ones	……………………
503	……+……+……	… hundreds, … Tens, … ones	……………………
900	……+……+……	… hundreds, … Tens, … ones	……………………
113	……+……+……	… hundreds, … Tens, … ones	……………………
201	……+……+……	… hundreds, … Tens, … ones	……………………
550	……+……+……	… hundreds, … Tens, … ones	……………………
812	……+……+……	… hundreds, … Tens, … ones	……………………

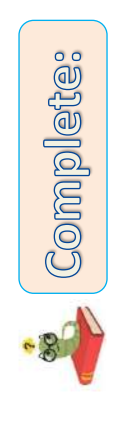
- Convert a 3-digit number from standard form to other forms. [ ]



Write the number in standard form:

400 + 30 + 5	___	200 + 80 + 3	___
300 + 40 + 8	___	700 + 10 + 4	___
600 + 50	___	800 + 30	___
100 + 7	___	500 + 2	___
40 + 2 + 300	___	700 + 5 + 60	___
3 + 50 + 400	___	30 + 800	___
3 Hundreds, 5 tens , 6 ones	___	7 Hundreds, 4 tens , 5 ones	___
1 Hundreds, 6 tens , 2 ones	___	9 Hundreds, 3 tens , 6 ones	___
4 Hundreds, 5 tens	___	6 Hundreds, 8 tens	___
1 Hundreds, 6 ones	___	7 Hundreds, 9 ones	___
4 tens, 6 hundreds, 3 ones	___	8 ones, 5 hundreds, 2 ones	___
7 ones, 3 tens, 1 hundreds	___	2 hundreds, 5 ones, 3 tens	___
Three hundred forty-five	___	Six hundred twenty-three	___
Two hundred sixty-one	___	Nine hundred fifteen	___
Five hundred thirty	___	Four hundred eighty	___
One hundred three	___	Eight hundred seven	___

- Write a 3-digit number in standard form. [ ]



Standard form	Expanded form	Place-value form	Word form
....	700 + 80 + 2	.... hundreds, ... Tens, ... ones	....
294	.... + ... +.......	.... hundreds, ... Tens, ... ones	....
....	.... + ... +.......	1 hundreds, 6 Tens, 3 ones	....
....	.... + ... +.......	.... hundreds, ... Tens, ... ones	two hundred fifty-six
....	300 + 1	.... hundreds, ... Tens, ... ones	....
....	.... + ... +.......	3 hundreds, 5 Tens, 5 ones	....
....	.... + ... +.......	.... hundreds, ... Tens, ... ones	three hundred seventy
211	.... + ... +.......	.... hundreds, ... Tens, ... ones	....
702	.... + ... +.......	.... hundreds, ... Tens, ... ones	....
....	.... + ... +.......	.... hundreds, ... Tens, ... ones	five hundred thirteen
....	.... + ... +.......	5 hundreds, 1 Tens, 6 ones	....
....	400 + 30 + 8	.... hundreds, ... Tens, ... ones	....
120	.... + ... +.......	.... hundreds, ... Tens, ... ones	....

- Write a 3-dgit number in different forms. [ ]



1	2	……….	4	5	6	……….	8	9	10
11	……….	13	14	15	……….	17	18	19	20
……….	22	23	……….	25	26	……….	28	……….	30
31	……….	33	34	……….	36	37	……….	39	40
41	42	……….	……….	45	46	47	48	……….	50
51	5	53	54	……….	56	……….	58	59	……….
61	……….	63	64	……….	66	67	……….	69	70
71	72	73	……….	75	76	……….	78	……….	80
……….	82	83	……….	85	86	87	……….	89	90
91	92	……….	94	95	……….	97	98	99	100
101	……….	103	……….	105	106	……….	108	109	110
111	112	……….	114	……….	116	117	……….	119	120
121	122	123	……….	125	……….	127	128	……….	130
131	……….	133	134	……….	136	……….	138	139	……….
141	142	……….	144	145	……….	147	……….	149	150
……….	152	153	……….	155	156	157	158	……….	160
161	……….	163	164	……….	166	……….	168	169	170
171	172	……….	174	175	……….	177	……….	179	180
181	……….	183	184	……….	186	187	……….	189	190
……….	192	193	……….	195	196	……….	198	199	200
201	……….	……….	……….	……….	……….	……….	……….	……….	210
211	……….	……….	……….	……….	……….	……….	……….	……….	220
221	……….	……….	……….	……….	……….	……….	……….	……….	230

- Write the missing number in the chart. [ ]



Number	Add 1
345	__ __ __
176	__ __ __
523	__ __ __
203	__ __ __
637	__ __ __
862	__ __ __
432	__ __ __
710	__ __ __
267	__ __ __
111	__ __ __

Number	Add 10
345	__ __ __
176	__ __ __
523	__ __ __
203	__ __ __
637	__ __ __
862	__ __ __
432	__ __ __
710	__ __ __
267	__ __ __
111	__ __ __

Number	Add 100
345	__ __ __
176	__ __ __
523	__ __ __
203	__ __ __
637	__ __ __
862	__ __ __
432	__ __ __
710	__ __ __
267	__ __ __
111	__ __ __



Complete:

Number	Subtract 1
374	__ __ __
532	__ __ __
738	__ __ __
222	__ __ __
631	__ __ __
489	__ __ __
963	__ __ __
512	__ __ __
367	__ __ __
753	__ __ __

Number	Subtract 10
374	__ __ __
532	__ __ __
738	__ __ __
222	__ __ __
631	__ __ __
489	__ __ __
963	__ __ __
512	__ __ __
367	__ __ __
753	__ __ __

Number	Subtract 100
374	__ __ __
532	__ __ __
738	__ __ __
222	__ __ __
631	__ __ __
489	__ __ __
963	__ __ __
512	__ __ __
367	__ __ __
753	__ __ __

- Add or subtract 1, 10 and 100 to a 3-digit number. [ ]



Compare by using > , < or =

465		289	76		356
156		124	980		98
56		342	931		942
781		952	135		135
351		351	310		301
71		761	445		554
641		708	890		879
141		455	381		96
700		831	915		715
673		672	634		232
252		86	498		498
417		417	362		824
750		607	625		831
776		788	169		167
890		187	793		874
306		390	375		573

- Comparing two 3-digit numbers by using < , > or = [ ]



300 + 50 + 6		672
5 hundreds, 4 tens, 2 ones		452
675		Eight hundred forty-three
700 + 30 + 3		7 hundreds, 3 tens, 3 ones
987		700 + 80 + 9
6 hundreds, 5 tens		605
237		300 + 50 + 1
Five hundred thirty-nine		832
450		Five hundred forty
100 + 3 + 70		146
50 + 6		1 hundreds, 2 tens, 1 ones
Six hundred four		40 + 500 + 2
239		600 + 90 + 3
900 + 50 +3		960

Lesson 4 Ordering numbers



Write the numbers in ascending order: (from the least to the greatest)

352	637	471	564

The order: .... , ... , ... , ...

561	478	432	711

The order: .... , ... , ... , ...

505	50	605	750

The order: .... , ... , ... , ...

772	840	214	934	393

The order: .... , ... , ... , ... , ...

671	430	75	437	528

The order: .... , ... , ... , ... , ...

525	352	425	552	655

The order: .... , ... , ... , ... , ...

three hundred forty-two	763	300 + 50 + 6

The order: .... , ... , ...

532	Five hundred sixty-three	500 + 20 + 3

The order: .... , ... , ...

400 +60 + 7	5 hundreds , 3 tens , 6 ones	369

The order: .... , ... , ...

- Arrange a 3-digit numbers in ascending order. [ ]



Write the numbers in descending order: (from the greatest to the least)

247	561	123	673

The order: ………… , ………… , ………… , …………

538	342	567	429

The order: ………… , ………… , ………… , …………

408	80	750	616

The order: ………… , ………… , ………… , …………

512	387	139	490	605

The order: ………… , ………… , ………… , ………… , …………

458	170	315	461	222

The order: ………… , ………… , ………… , ………… , …………

210	537	99	673	910

The order: ………… , ………… , ………… , ………… , …………

three hundred sixty-three	243	500 + 30 + 4

The order: ………… , ………… , …………

682	Four hundred nine	200 + 30 + 7

The order: ………… , ………… , …………

900 +40 + 1	6 hundreds , 4 tens , 4 ones	703

The order: ………… , ………… , …………

- Arrange a 3-digit numbers in descending order. [ ]

The greatest and the least number



Write the greatest and the least number that formed from the given digits:

1 7 3

The greatest: ……………

The least: ……………

7 0 1

The greatest: ……………

The least: ……………

9 7 6

The greatest: ……………

The least: ……………

3 1 5

The greatest: ……………

The least: ……………

6 1 5

The greatest: ……………

The least: ……………

8 5 0

The greatest: ……………

The least: ……………

9 1 9

The greatest: ……………

The least: ……………

3 1 6

The greatest: ……………

The least: ……………

5 0 6

The greatest: ……………

The least: ……………

1 3 0

The greatest: ……………

The least: ……………

4 9 2

The greatest: ……………

The least: ……………

1 8 1

The greatest: ……………

The least: ……………

- Write the greatest and the least number formed from the given digits. [ ]

Assessment " Chapter 1 "



Write the place value and the value of each underlined digit: **8 marks**

Number	Place value (hundreds – tens – ones)	Value
684	…………………………………………………	…………………………
532	…………………………………………………	…………………………
308	…………………………………………………	…………………………
415	…………………………………………………	…………………………
560	…………………………………………………	…………………………
810	…………………………………………………	…………………………
900	…………………………………………………	…………………………
555	…………………………………………………	…………………………



Complete: **12 marks**

Standard form	Expanded form	Word form
372	……………………………	………………………………………………………………
719	……………………………	………………………………………………………………
506	……………………………	………………………………………………………………
430	……………………………	………………………………………………………………
………………	600 + 40 + 2	………………………………………………………………
………………	900 + 1	………………………………………………………………
………………	700 + 50	………………………………………………………………
………………	500 + 10 + 1	………………………………………………………………
………………	……………………………	Six hundred forty-one
………………	……………………………	Eight hundred five
………………	……………………………	One hundred ten
………………	……………………………	Five hundred fifty-three



7 marks

462		531
590		95
328		318
610		601
753		700 + 50 + 3
Three hundred forty		Three hundred fourteen
900 + 70 + 6		900 + 60 + 7

Arrange the numbers in ascending order:

3 marks

601	540	777	219	369

The order: .... , ... , ... , ... , ...

75	476	89	231	142

The order: .... , ... , ... , ... , ...

785	432	765	209	308

The order: .... , ... , ... , ... , ...

Questions	Q1	Q2	Q3	Q4	Total (30)
Mark					



Chapter 2

Mr. Ahmed El Asi

Port Said - 01097509532

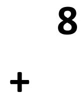




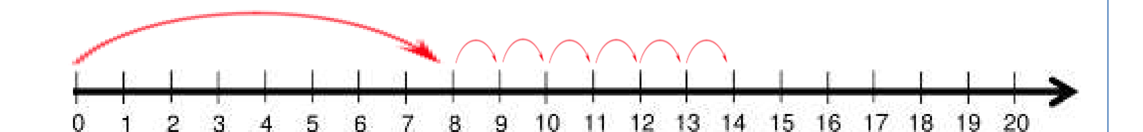
Counting on to add

We start with the greater number and count on to find the sum.

EX:



$$\begin{array}{r} 8 \\ +\ 6 \\ \hline 14 \end{array}$$





Find the sum:

$\begin{array}{r} 5 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +\ 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 4 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +\ 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +\ 7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +\ 9 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +\ 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +\ 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +\ 1 \\ \hline \end{array}$

- Use counting on strategy to add two 1-digit numbers. [ ]

9 + 5 ___	6 + 7 ___	8 + 4 ___	1 + 4 ___
2 + 3 ___	3 + 4 ___	6 + 5 ___	6 + 9 ___
4 + 6 ___	7 + 8 ___	5 + 4 ___	2 + 9 ___



Find the sum:

2 + 7 = ………	7 + 4 = ………	9 + 2 = ………
4 + 6 = ………	3 + 5 = ………	8 + 3 = ………
5 + 2 = ………	8 + 5 = ………	5 + 7 = ………
4 + 5 = ………	9 + 5 = ………	4 + 5 = ………
5 + 6 = ………	6 + 1 = ………	9 + 4 = ………

- Use count on strategy to add two 1-digit numbers. [ ]
- Add two 1-digit numbers vertically and horizontally. [ ]



Doubles

1 + 1 = 2

2 + 2 = 4

3 + 3 = 6

4 + 4 = 8

5 + 5 = 10

6 + 6 = 12

7 + 7 = 14

8 + 8 = 16

9 + 9 = 18

10 + 10 = 20

$$\begin{array}{r} 5 \\ +\ 5 \\ \hline 10 \end{array}$$

10 is a double of 5

Find the sum:

$$\begin{array}{r} 3 \\ +\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ +\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 4 \\ +\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +\ 7 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ +\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ +\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 5 \\ +\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 9 \\ +\ 9 \\ \hline \end{array}$$

2 + 2 = ... 5 + 5 = ... 9 + 9 = ...

4 + 4= .... 1 + 1 = ... 7 + 7 = ...

8 + 8 = ... 6 + 6 = ... 3 + 3 = ...

- Use doubles strategy to add two 1-digit numbers. [ ]

Doubles plus one

6
\+
7
_____
13

13 is a double plus one of 6

Find the sum:

5 + 6 =	2 + 3 =	5 + 4 =	8 + 9 =	9 + 10 =
4 + 3 =	7 + 8 =	7 + 6 =	1 + 2 =	6 + 5 =

4 + 5 = ... 6 + 7 = ... 3 + 4 = ...

1 + 2 = ... 5 + 6 = ... 8 + 7 = ...

8 + 9 = ... 7 + 8 = ... 2 + 3 = ...

5 + 6 = ... 4 + 3 = ... 2 + 1 = ...

- Use doubles plus one strategy to add two 1-digit numbers. [ ]



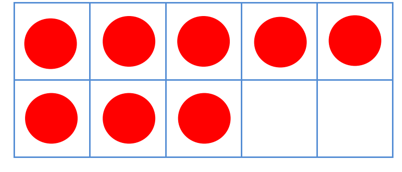
Make a 10 to add

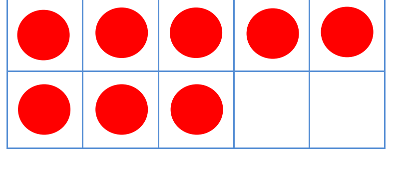
We break apart a number to make a 10.

EX:

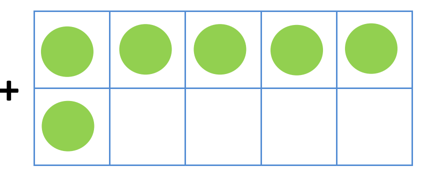
8 + 6

2 4

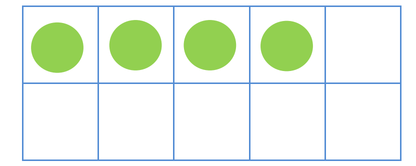




\+



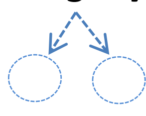
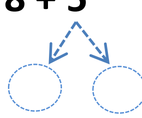
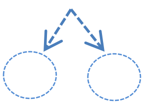
=



10 + 4 = 14



Find the sum:

9 + 7	7 + 4	8 + 6	8 + 3
...... + ... = ...	...... + ... = ...	...... + ... = ...	...... + ... = ...
5 + 7 	8 + 5 	6 + 7	6 + 6
...... + ... = ...	...... + ... = ...	...... + ... = ...	...... + ... = ...
3 + 9 	4 + 8	9 + 6	8 + 7
...... + ... = ...	...... + ... = ...	...... + ... = ...	...... + ... = ...

- Use "make a ten" strategy to add two 1-digit numbers. [ ]

5 + 6 ...... + ... = ...	5 + 7 ...... + ... = ...	7 + 9 ...... + ... = ...	9 + 8 ...... + ... = ...
7 + 7 ...... + ... = ...	5 + 9 ...... + ... = ...	9 + 2 ...... + ... = ...	5 + 8 ...... + ... = ...
9 + 4 ...... + ... = ...	9 + 9 ...... + ... = ...	4 + 7 ...... + ... = ...	9 + 5 ...... + ... = ...
8 + 8 ...... + ... = ...	7 + 6 ...... + ... = ...	9 + 3 ...... + ... = ...	6 + 9 ...... + ... = ...
8 + 4 ...... + ... = ...	6 + 5 ...... + ... = ...	4 + 9 ...... + ... = ...	6 + 8 ...... + ... = ...

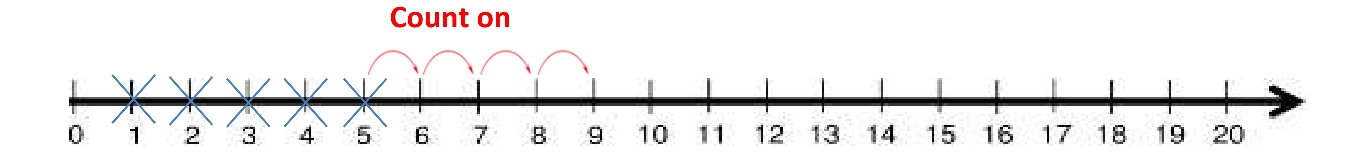
- Use "make a ten" strategy to add two 1-digit numbers. [ ]

Strategies of subtraction



Counting on to subtract

We start with the small number and count on to find the difference.

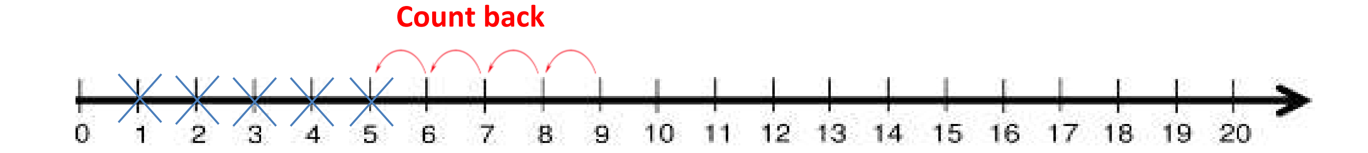


9 – 5 = 4



Counting back to subtract

We start with the great number and count back to find the difference.



9 – 5 = 4



Find the difference:

9 – 5 = ………	6 – 5 = ………	6 – 5 = ………
8 – 4 = ………	3 – 0 = ………	4 – 4 = ………
7 – 7 = ………	8 – 1 = ………	6 – 0 = ………
4 – 1 = ………	3 – 2 = ………	6 – 3 = ………
7 – 2 = ………	8 – 7 = ………	7 – 6 = ………

- Use counting on or counting back strategy to subtract two 1-digit numbers. [ ]

Find the difference:

8 − 2 = ___	7 − 3 = ___	5 − 1 = ___	9 − 8 = ___
4 − 2 = ___	8 − 5 = ___	9 − 6 = ___	1 − 0 = ___
9 − 2 = ___	7 − 5 = ___	4 − 3 = ___	6 − 2 = ___
9 − 5 = ___	5 − 1 = ___	8 − 6 = ___	6 − 4 = ___
8 − 3 = ___	7 − 4 = ___	5 − 4 = ___	9 − 4 = ___
3 − 1 = ___	5 − 5 = ___	5 − 4 = ___	9 − 7 = ___

- **Use count on or count back strategy to subtract two 1-digit numbers. [ ]**



Ali collected 8 rocks then he found 3 more rocks.
How many rocks did Ali have in all?

....

....

Nada had 5 books .she got 5 more books.
How many books did nada have in all?

....

....

Hana made 9 cookies .then she made 5 more cookies.
How many cookies did Hana have in all?

....

....

If Ahmed has 6 cars and Samy has 7 cars.
How many cars do they have altogether?

....

....

Mostafa read 3 pages on Sunday. And read 4 pages on Monday. How many pages did he read in all?

....

....

- Solve addition word problems. [ ]



Salma bought 9 cupcakes from the store. Her family ate 4 of the cupcakes. How many cupcakes were left?

....

....

Mahmoud collected 18 marbles. He lost 9 marbles.
How many marbles did he have left?

....

....

The teacher has 14 stickers. He gave 8 stickers to his students.
How many stickers were left?

....

....

Mostafa grew 13 roses in the garden. He picked 5 roses.
How many roses were left?

....

....

Nora had 8 pounds. He spent 3 of them.
How many pounds did he have left?

....

....

- Solve subtraction word problems. [ ]

Find a missing addend or a missing subtrahend



Complete:

3 + ... = 7	2 + ... = 8	4 + ... = 13
1 + ... = 3	0 + ... = 5	8 + ... = 16
2 + ... = 6	1 + ... = 4	5 + ... = 12
.... + 5 = 8	.... + 6 = 11	.... + 6 = 15
.... + 2 = 5	.... + 5 = 10	.... + 4 = 14
.... + 3 = 6	.... + 7 = 15	.... + 9 = 18
1 + ... = 2	.... + 4 = 12	.... + 3 = 12
.... + 5 = 9	2 + ... = 11	0 + ... = 4
.... + 4 = 8	7 + ... = 13	.... + 9 = 16
3 + ... = 4	.... + 0 = 2	3 + ... = 10
7 – .... = 2	12 – .... = 7	16 – .... = 13
9 – .... = 4	15 – .... = 8	19 – .... = 11
8 – .... = 6	13 – .... = 5	18 – .... = 12
5 – .... = 1	14 – .... = 6	17 – .... = 10
6 – .... = 3	10 – .... = 3	15 – .... = 11

- Find a missing addend or a missing subtrahend. [ ]



Add 2-digit number

We add ones with ones and tens with tens.

Vertical addition	Horizontal addition
T O 2 3 + 1 5 ——— 3 8	T O T O T O 2 3 + 1 5 = 3 8



1 3 + 1 5 ———	1 4 + 2 1 ———	3 2 + 1 1 ———	2 6 + 2 3 ———
4 2 + 1 4 ———	2 3 + 3 2 ———	5 0 + 1 6 ———	3 5 + 1 3 ———
1 7 + 4 0 ———	4 3 + 4 ———	2 7 + 3 2 ———	6 0 + 1 4 ———

- Add two 2-digit numbers without regrouping vertically. [ ]

45 + 33 ____	16 + 42 ____	53 + 34 ____	52 + 16 ____
63 + 5 ____	35 + 61 ____	15 + 42 ____	55 + 34 ____
42 + 46 ____	26 + 32 ____	50 + 40 ____	51 + 27 ____



Find the sum:

23 + 12 = ...	60 + 38 = ...	19 + 80 = ...
27 + 62 = ...	50 + 34 = ...	20 + 11 = ...
66 + 23 = ...	13 + 46 = ...	71 + 15 = ...
42 + 14 = ...	14 + 61 = ...	12 + 67 = ...
30 + 50 = ...	62 + 24 = ...	21 + 53 = ...

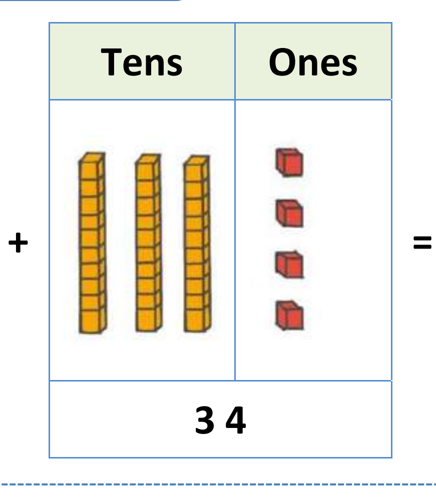
- Add two 2-digit numbers without regrouping vertically and horizontally. [ ]



Add 2-digit number

Tens	Ones
2 9	

+



Tens	Ones
3 4	

=

Tens	Ones
6 3	



Find the sum:

18 + 13 = ____	25 + 17 = ____	17 + 15 = ____	26 + 25 = ____
19 + 23 = ____	37 + 5 = ____	46 + 17 = ____	15 + 19 = ____
45 + 16 = ____	28 + 13 = ____	44 + 7 = ____	38 + 16 = ____

- Add two 2-digit numbers with regrouping. [ ]

26 + 27	36 + 15	25 + 38	56 + 17
27 + 28	37 + 25	62 + 19	28 + 36
35 + 36	78 + 4	28 + 47	43 + 29
38 + 57	27 + 67	77 + 6	52 + 38
28 + 45	29 + 34	39 + 23	56 + 29

- **Add two 2-digits with regrouping.** **[ ]**



Add four 2-digit numbers

23 + 24 + 12 + 17 = ……

```
   1
   2 3
+  1 2
+  2 4
+  1 7
------
   7 6
```



Find the sum:

Work space

13 + 24 + 32 + 15 = ……

27 + 14 + 16 + 21 = ……

- Add four 2-digit numbers. [ ]

Work space

12 + 32 + 21 + 34 = ...

26 + 25 + 34 + 11 = ...

14 + 25 + 18 + 26 = ...

23 + 18 + 31 + 9 = ...

17 + 28 + 14 + 16 = ...

- **Add four 2-digit numbers.** [ ]



Subtract two 2-digit numbers

Vertical addition	Horizontal addition
T O 6 4 – 2 1 4 3	T O T O T O 6 4 – 2 1 = 4 3



Find the difference:

27 – 14 = ___	36 – 12 = ___	57 – 21 = ___	36 – 24 = ___
45 – 23 = ___	23 – 32 = ___	39 – 18 = ___	48 – 5 = ___
44 – 23 = ___	43 – 4 = ___	49 – 17 = ___	37 – 25 = ___

- Subtract two 2-digit numbers without regrouping. [ ]

38 − 7 ____	46 − 16 ____	55 − 30 ____	64 − 31 ____
47 − 36 ____	36 − 23 ____	54 − 24 ____	65 − 32 ____
82 − 31 ____	67 − 45 ____	88 − 6 ____	76 − 53 ____



Find the difference:

87 – 26 = …….	**97 – 63 =** …….	**35 – 23 =** …….
57 – 17 = …….	**47 – 24 =** …….	**68 – 37 =** …….
49 – 33 = …….	**89 – 47 =** …….	**59 – 35 =** …….
68 – 17 = …….	**66 – 25 =** …….	**56 – 26 =** …….
73 – 40 = …….	**58 – 24 =** …….	**75 – 11 =** …….

- **Subtract two 2-digit numbers without regrouping.** [ ]

Assessment "Chapter 2"



20 marks

36 + 45	47 + 46	24 + 29	38 + 29
68 + 14	27 + 65	36 + 46	49 + 39
25 + 35	67 + 9	55 + 28	24 + 37
49 + 26	19 + 32	89 + 7	17 + 47
18 + 57	48 + 28	65 + 15	35 + 36

Find the difference:

16 marks

49 − 5 = ____	75 − 44 = ____	64 − 32 = ____	81 − 21 = ____
57 − 25 = ____	55 − 14 = ____	78 − 33 = ____	42 − 20 = ____
59 − 24 = ____	67 − 32 = ____	96 − 6 = ____	85 − 23 = ____
74 − 30 = ____	92 − 32 = ____	53 − 31 = ____	78 − 34 = ____

Questions	Q1	Q2	Total (26)
Mark			



Chapter 3

Mr. Ahmed El Asi

Port Said - 01097509532





Count forward by 1s:

34, 35, 36, 37, 38, 39

52, ……. , ……. , ……. , ……. , …….

27, ……. , ……. , ……. , ……. , …….

15, ……. , ……. , ……. , ……. , …….

4, ……. , ……. , ……. , ……. , …….

41, ……. , ……. , ……. , ……. , …….

65, ……. , ……. , ……. , ……. , …….

72, ……. , ……. , ……. , ……. , …….

53, ……. , ……. , ……. , ……. , …….

25, ……. , ……. , ……. , ……. , …….

84, ……. , ……. , ……. , ……. , …….

48, ……. , ……. , ……. , ……. , …….

90, ……. , ……. , ……. , ……. , …….

66, ……. , ……. , ……. , ……. , …….

- Count forward by ones. [ ]



Count forward by 10s:

24, 34, 44, 54, 64, 74

23, ... , ... , ... , ... , ...

10, ... , ... , ... , ... , ...

36, ... , ... , ... , ... , ...

45, ... , ... , ... , ... , ...

18, ... , ... , ... , ... , ...

35, ... , ... , ... , ... , ...

30, ... , ... , ... , ... , ...

42, ... , ... , ... , ... , ...

17, ... , ... , ... , ... , ...

26, ... , ... , ... , ... , ...

39, ... , ... , ... , ... , ...

24, ... , ... , ... , ... , ...

48, ... , ... , ... , ... , ...

- **Count forward by tens.**



Count forward by 2s:

20, 22, 24, 26, 28, 30

2, ……. , ……. , ……. , ……. , …….

1, ……. , ……. , ……. , ……. , …….

32, ……. , ……. , ……. , ……. , …….

24, ……. , ……. , ……. , ……. , …….

16, ……. , ……. , ……. , ……. , …….

73, ……. , ……. , ……. , ……. , …….

91, ……. , ……. , ……. , …….

60, ……. , ……. , ……. , ……. , …….

85, ……. , ……. , ……. , ……. , …….

53, ……. , ……. , ……. , ……. , …….

37, ……. , ……. , ……. , ……. , …….

90, ……. , ……. , ……. , …….

42, ……. , ……. , ……. , ……. , …….

- Count forward by twos. [ ]

Counting backward



Count backward by 1s:

18, 17, 16, 15, 14, 13

16, ……. , ……. , ……. , ……. , …….

8, ……. , ……. , ……. , ……. , …….

39, ……. , ……. , ……. , ……. , …….

27, ……. , ……. , ……. , ……. , …….

46, ……. , ……. , ……. , ……. , …….

58, ……. , ……. , ……. , ……. , …….

65, ……. , ……. , ……. , ……. , …….

84, ……. , ……. , ……. , ……. , …….

76, ……. , ……. , ……. , ……. , …….

93, ……. , ……. , ……. , ……. , …….

80, ……. , ……. , ……. , ……. , …….

72, ……. , ……. , ……. , ……. , …….

61, ……. , ……. , ……. , ……. , …….



Count backward by 10s:

74, 64, 54, 44, 34, 24

83, ... , ... , ... , ... , ...

60, ... , ... , ... , ... , ...

72, ... , ... , ... , ... , ...

95, ... , ... , ... , ... , ...

87, ... , ... , ... , ... , ...

69, ... , ... , ... , ... , ...

88, ... , ... , ... , ... , ...

94, ... , ... , ... , ... , ...

71, ... , ... , ... , ... , ...

92, ... , ... , ... , ... , ...

76, ... , ... , ... , ... , ...

80, ... , ... , ... , ... , ...

63, ... , ... , ... , ... , ...

- **Count backward by tens.** [ ]



Count backward by 2s:

28, 26, 24, 22, 20, 18

14, ……. , ……. , ……. , ……. , …….

26, ……. , ……. , ……. , ……. , …….

47, ……. , ……. , ……. , ……. , …….

79, ……. , ……. , ……. , ……. , …….

52, ……. , ……. , ……. , ……. , …….

90, ……. , ……. , ……. , ……. , …….

35, ……. , ……. , ……. , ……. , …….

68, ……. , ……. , ……. , ……. , …….

87, ……. , ……. , ……. , ……. , …….

44, ……. , ……. , ……. , ……. , …….

20, ……. , ……. , ……. , ……. , …….

27, ……. , ……. , ……. , ……. , …….

38, ……. , ……. , ……. , ……. , …….



Decomposing a 2-digit number

Decomposing number is to break down number into parts.

42

Tens	Ones
40	2

42 = 40 + 2



Decompose the following numbers:

37 = ... + ...	21 = ... + ...	36 = ... + ...
82 = ... + ...	83 = ... + ...	42 = ... + ...
75 = ... + ...	59 = ... + ...	66 = ... + ...
46 = ... + ...	18 = ... + ...	96 = ... + ...
87 = ... + ...	27 = ... + ...	52 = ... + ...
55 = ... + ...	93 = ... + ...	28 = ... + ...
60 = ... + ...	70 = ... + ...	15 = ... + ...

- Decompose a 2-digit numbers. [ ]



Write in standard form:

30 + 6 = ... 20 + 3 = ...

20 + 2 = ... 80 + 7 = ...

70 + 1 = ... 40 + 8 = ...

50 + 4 = ... 30 + 2 = ...

10 + 8 = ... 50 + 5 = ...

90 + 5 = ... 10 + 6 = ...

60 + 9 = ... 90 + 2 = ...



Choose the correct answer:

40 + 7 = ...	(407 or 47 or 74)
60 + 1 = ...	(61 or 16 or 7)
70 + 6 = ...	(706 or 67 or 76)
50 + 3 = ...	(53 or 8 or 35)
10 + 5 = ...	(6 or 15 or 51)
20 + 2 = ...	(4 or 22 or 202)
80 + 9 = ...	(89 or 809 or 98)
30 + 8 = ...	(308 or 38 or 83)
90 + 0 = ...	(9 or 900 or 90)
70 + 4 = ...	(11 or 74 or 704)

- Write decomposing numbers in standard form. [ ]

Lesson 4 Rounding (round a 2-digit number to the nearest ten)



0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100

EX: 38 is included between 30 and 40 — 38 is closer to 40

11 is included between .... and .... — 11 is closer to ....

9 is included between .... and .... — 9 is closer to ....

48 is included between .... and .... — 48 is closer to ....

57 is included between .... and .... — 57 is closer to ....

51 is included between .... and .... — 51 is closer to ....

62 is included between .... and .... — 62 is closer to ....

39 is included between .... and .... — 39 is closer to ....

- Round 2-digit numbers to the nearest ten. [ ]

42 is included between ……… and ……….   42 is closer to ………….

30 is included between ……… and ……….   30 is closer to ………….

64 is included between ……… and ……….   64 is closer to ………….

67 is included between ……… and ……….   67 is closer to ………….

81 is included between ……… and ……….   81 is closer to ………….

49 is included between ……… and ……….   49 is closer to ………….

3 is included between ……… and ……….   3 is closer to ………….

Round to the nearest ten:

59	nearest ten →	…………	78	nearest ten →	…………
18	nearest ten →	…………	22	nearest ten →	…………
7	nearest ten →	…………	45	nearest ten →	…………
56	nearest ten →	…………	26	nearest ten →	…………
29	nearest ten →	…………	55	nearest ten →	…………
63	nearest ten →	…………	31	nearest ten →	…………
37	nearest ten →	…………	92	nearest ten →	…………
41	nearest ten →	…………	44	nearest ten →	…………

- Round 2-digit numbers to the nearest ten. [ ]



Actual	Rounding	Actual	Rounding
27 + 12 = ……..	…… + …… = ……..	63 + 31 = ……..	…… + …… = ……..
40 + 26 = ……..	…… + …… = ……..	49 + 37 = ……..	…… + …… = ……..
48 + 37 = ……..	…… + …… = ……..	39 + 42 = ……..	…… + …… = ……..
93 – 27 = ……..	…… – …… = ……..	67 – 31 = ……..	…… – …… = ……..
72 – 43 = ……..	…… – …… = ……..	88 – 65 = ……..	…… – …… = ……..

- Use rounding to add and subtract a 2-digit number. [ ]

Lesson 5 — Estimation (front-end estimation strategy)



Estimation (front-end estimation)

Use the highest place value to estimate sums and differences.

EX: 32 estimation → 30 58 estimation → 50



Use front end-estimation to estimate:

34 estimation →	49 estimation → ....
52 estimation →	37 estimation → ....
27 estimation →	53 estimation → ....
45 estimation →	42 estimation → ....
17 estimation →	93 estimation → ....
39 estimation →	76 estimation → ....
54 estimation →	40 estimation → ....
23 estimation →	35 estimation → ....
15 estimation →	81 estimation → ....
74 estimation →	63 estimation → ....
19 estimation →	11 estimation → ....
26 estimation →	50 estimation → ....

- Use front-end estimation to estimate a 2-digit numbers. [ ]



Actual	Estimation	Actual	Estimation
24 + 37 = ...	...... + ... = ...	15 + 47 = ...	...... + ... = ...
30 + 52 = ...	...... + ... = ...	41 + 58 = ...	...... + ... = ...
71 + 19 = ...	...... + ... = ...	27 + 23 = ...	...... + ... = ...
57 – 25 = ...	...... – ...... = ...	68 – 13 = ...	...... – ...... = ...
39 – 17 = ...	...... – ...... = ...	75 – 50 = ...	...... – ...... = ...

- Use front-end estimation to estimate a 2-digit numbers. [ ]

Lesson 6 Accepted or not accepted estimation



Estimate the sum and choose:

Actual	Estimation	Actual	Estimation
48 + 17 = ...	...... + ... = ...	41 + 14 = ...	...... + ... = ...
My estimation is: Accepted / Not accepted		My estimation is: Accepted / Not accepted	
35 + 67 = ...	...... + ... = ...	46 + 67 = ...	...... + ... = ...
My estimation is: Accepted / Not accepted		My estimation is: Accepted / Not accepted	
27 + 26 = ...	...... + ... = ...	35 + 29 = ...	...... + ... = ...
My estimation is: Accepted / Not accepted		My estimation is: Accepted / Not accepted	
36 + 19 = ...	...... + ... = ...	73 + 47 = ...	...... + ... = ...
My estimation is: Accepted / Not accepted		My estimation is: Accepted / Not accepted	

- Use front-end estimation strategy to add. [ ]

Assessment "Chapter 3"



Round to the nearest ten: 10 marks

41 nearest ten →	14 nearest ten → ....
8 nearest ten →	73 nearest ten → ....
57 nearest ten →	32 nearest ten → ....
26 nearest ten →	48 nearest ten → ....
89 nearest ten →	65 nearest ten → ....

Use front end-estimation to estimate: 10 marks

62 estimation →	59 estimation → ....
11 estimation →	49 estimation → ....
24 estimation →	39 estimation → ....
28 estimation →	19 estimation → ....
35 estimation →	91 estimation → ....

Questions	Q1	Q2	Total (20)
Mark			



Chapter 4

Mr. Ahmed El Asi

Port Said - 01097509532

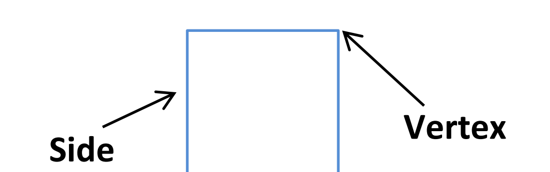


Lesson 1 Two-dimensional shapes (2D shapes)



2-dimensional shapes

- A two-dimensional shape is a flat shape.
- Each two sides meet at a vertex.
- Number of sides = number of vertices.
- All two-dimensional shape with 4 sides is called "Quadrilateral" .



Name	Shape	Number of sides	Number of vertices
Triangle		3	3
Square		4	4
Rhombus		4	4
Rectangle		4	4
Trapezoid (Trapezium)		4	4
Pentagon		5	5
Hexagon		6	6
Circle		0	0

- Identify and name two-dimensional shapes. [ ]
- Describe the attributes of 2-dimensional shapes. [ ]



Name	Shape	Number of sides	Number of vertices
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....

- Identify and name 2-d shapes. [ ]



Match:

Square has	3 sides
Pentagon has	6 sides
Circle has	4 sides
Triangle has	0 sides
Hexagon has	5 sides



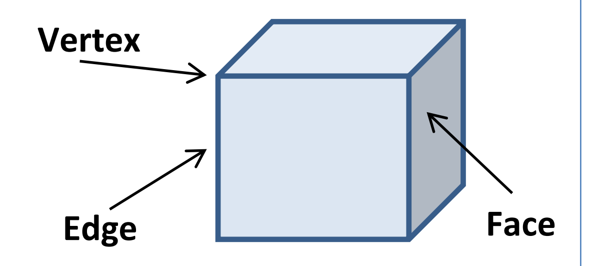
Circle all quadrilaterals:

- **Sort 2-d shapes based on attributes.** [ ]



Three-dimensional shapes (Solids)

- An edge is where two faces meet.
- The vertex is the corner where edges meet.



Name	solid	Number of flat Faces	Number of vertices	Number of Edges
Cube		6	8	12
Cuboid (Rectangular prism)		6	8	12
Pyramid		5	5	8
Cylinder		2	0	0
Sphere		0	0	0

- Identify and name three-dimensional shapes. [ ]
- Describe the attributes of three-dimensional shapes. [ ]



solid	Name	Number of flat Faces	Number of vertices	Number of Edges
	....	....	....	....
	....	....	....	....
	....	....	....	....
	....	....	....	....
	....	....	....	....

- Identify and name three-dimensional shapes. [ ]



Circle the solid in which you can see the given shape:



Join each solid with its name:

Cylinder	Cube	Sphere	Cuboid	Pyramid
●	●	●	●	●








- Sort three-dimensional shapes based on attributes. [ ]

Assessment "Chapter 4"



24 marks

Name	Shape	Number of sides	Number of vertices
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....
	....	....	....



16 marks

solid	Name	Number of flat Faces	Number of vertices	Number of Edges
	....	....	....	....
	....	....	....	....
	....	....	....	....
	....	....	....	....

Questions	Q1	Q2	Total (20)
Mark			



Chapter 5

Mr. Ahmed El Asi

Port Said - 01097509532





Bar graph

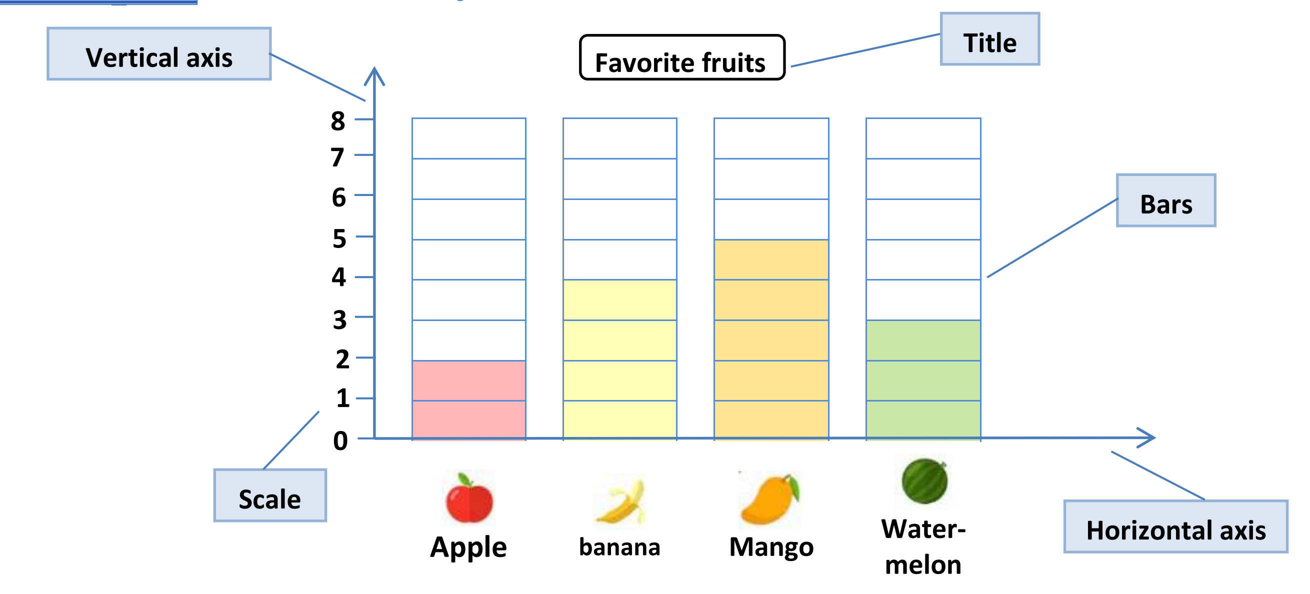
is a way to **represent** data by using **bars**.

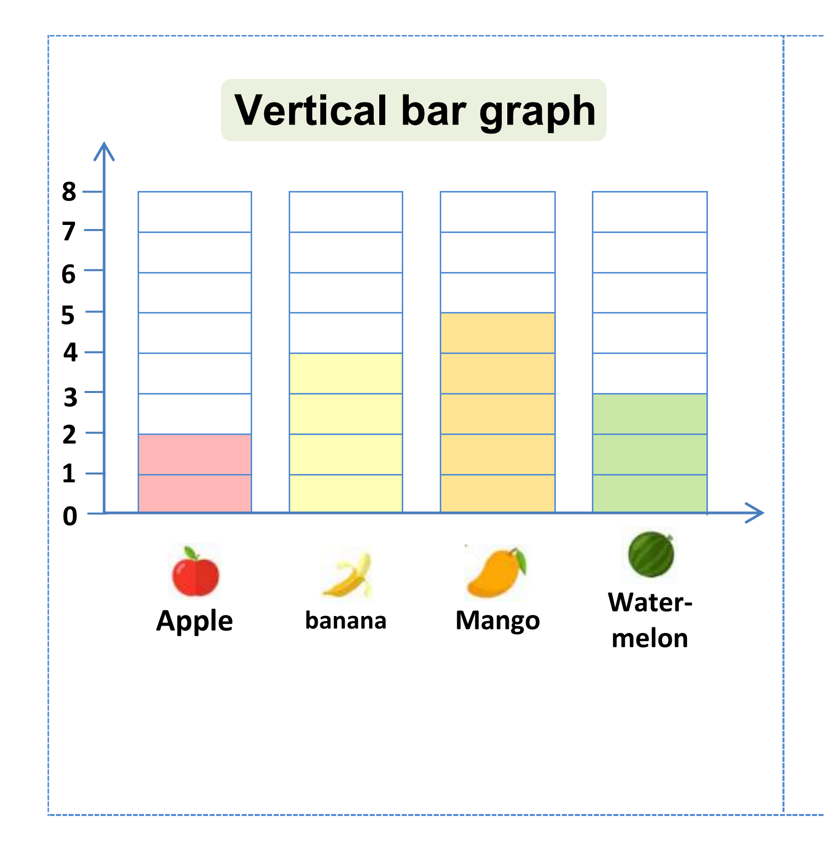


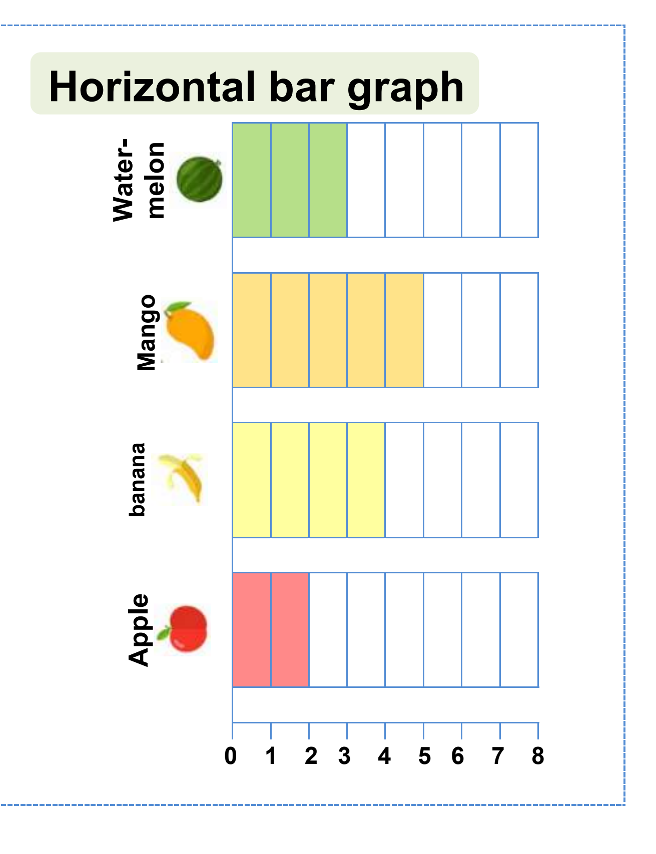
Scale

show the units used on the bar graph

Example: This is a survey about favorite fruits in the class:







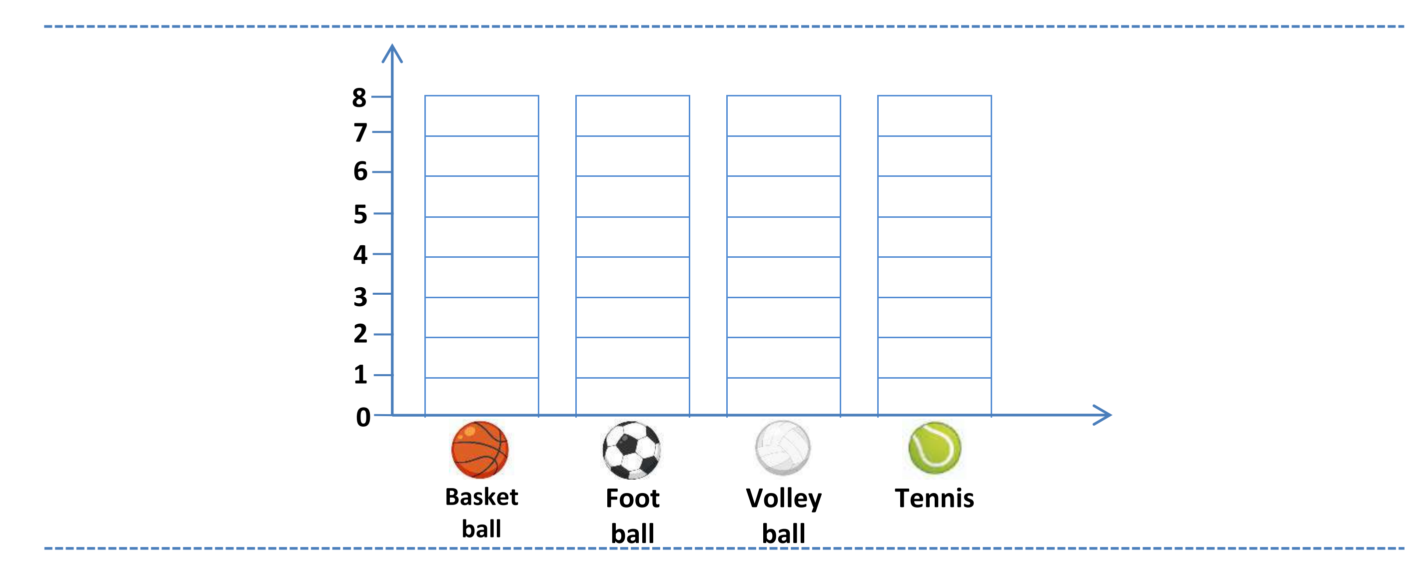
- Know the contents of bar graph. [ ]
- Distinguish between vertical bar graph and horizontal bar graph. [ ]



This is a survey about favorite sports in the class:



sport	number
Basketball	…….
Football	…….
Volleyball	…….
Tennis	…….



What is the most favorite sport? ……………….

What is the least favorite sport? ……………….

How many people liked (volleyball) ? ……………….

How many people in all liked (tennis) and (basketball) ? ……………….

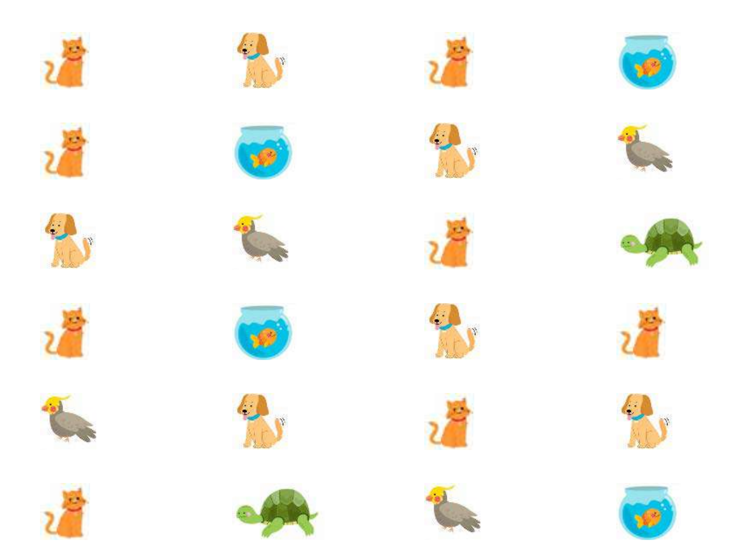
How many more people liked (football) than (volleyball) ? ……………….

- Collect and interpret data in a bar graph. [ ]

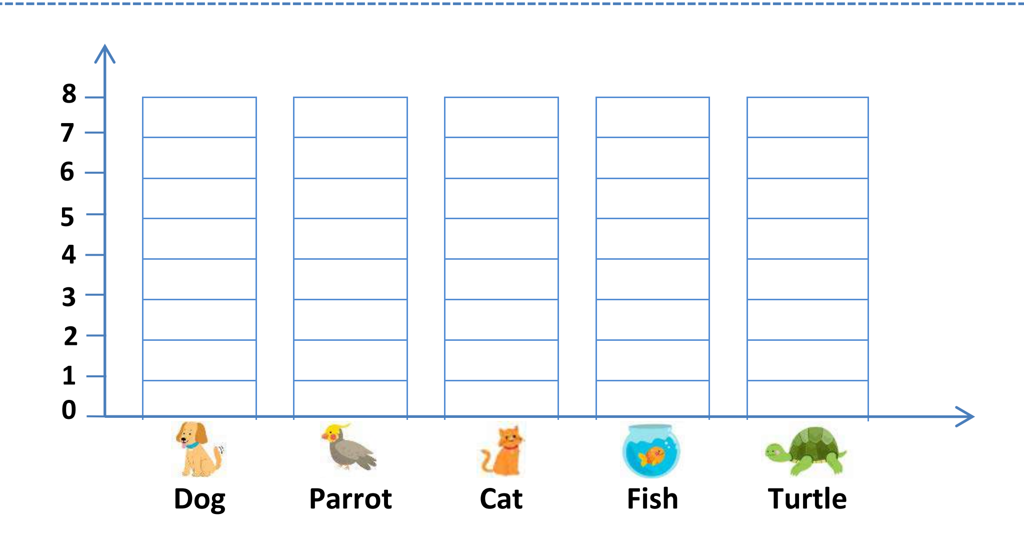


Complete and represent:

This is a survey about favorite pets in the class:



Pets	Number
Dog	…….
Parrot	…….
Cat	…….
Fish	…….
Turtle	…….



What is the **most** favorite pet? …………………

What is the **least** favorite pet? …………………

How many students liked (fish) ? …………………

How many students in all liked  ? …………………

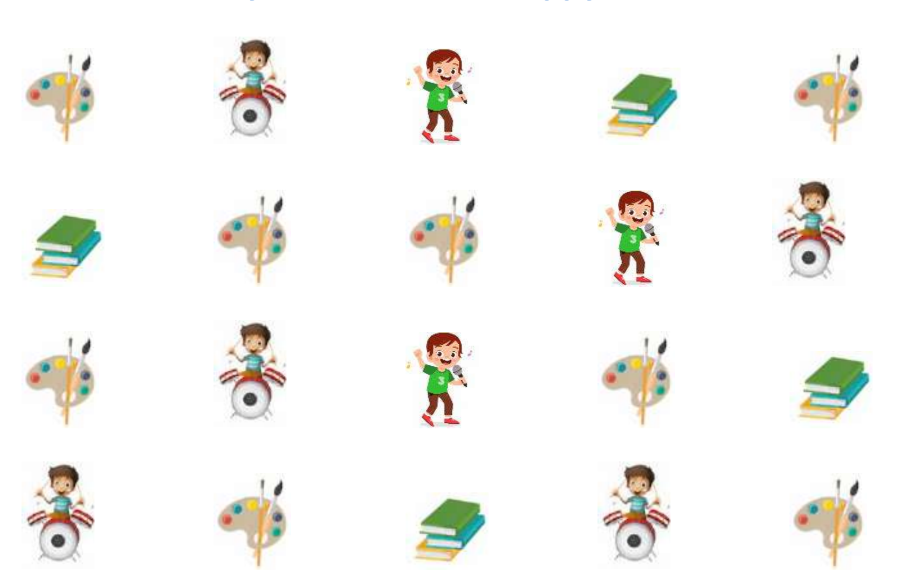
How many more students liked (dog) **than** (turtle) ? …………………

Lesson 2 Horizontal bar graph

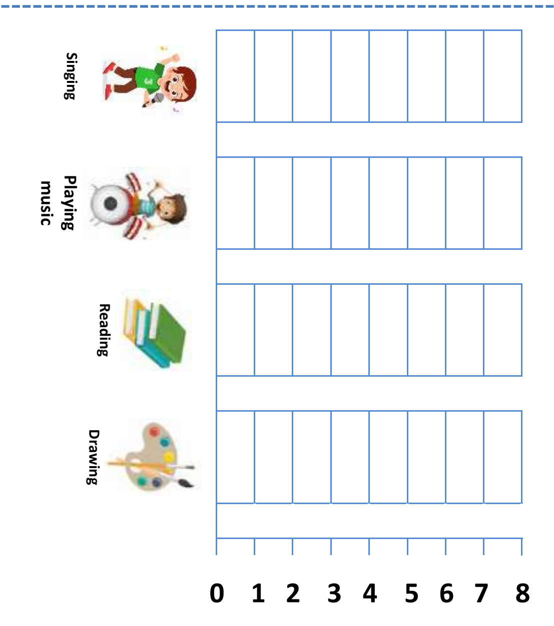


Complete and represent:

This is a survey about favorite hoppy in the class:



hoppy	Number
Drawing	....
Reading	....
Playing music	....
Singing	....



What is the **most** favorite hoppy? ....

What is the **least** favorite hoppy? ....

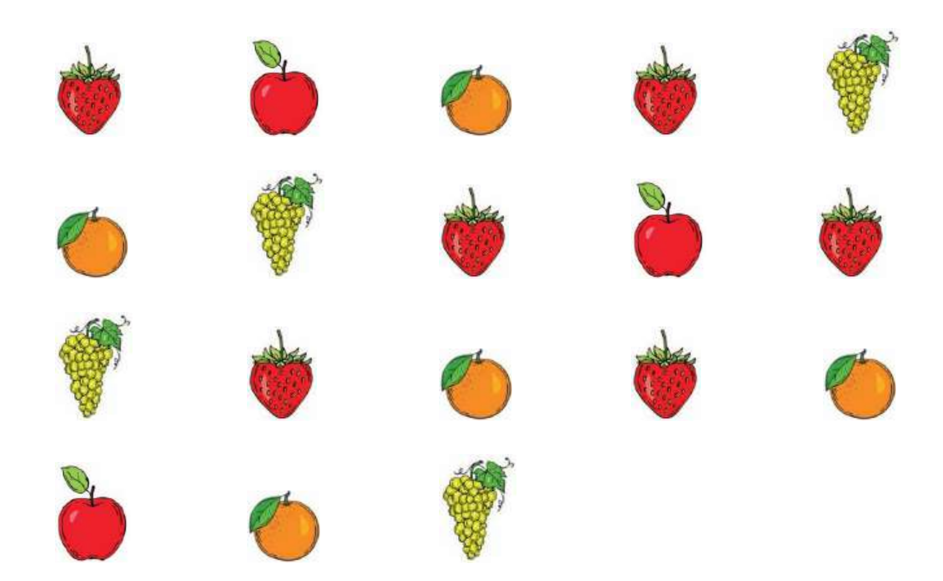
How many students liked ? ....

How many students in all liked **and** ? ....

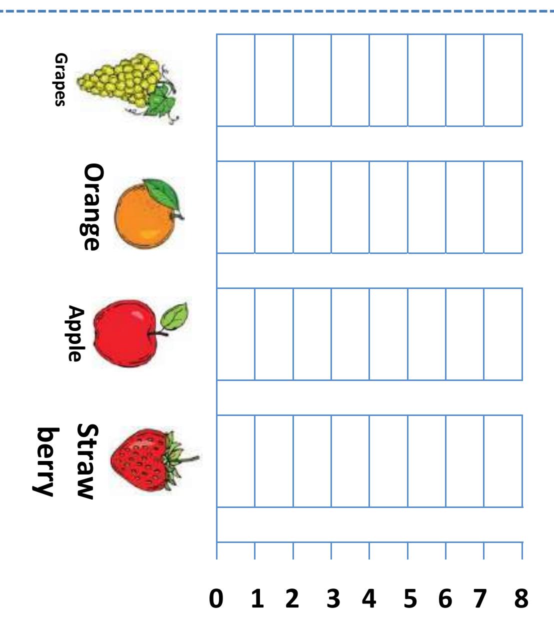
How many more students liked **than** ? ....



This is a survey about favorite fruits in the class:



Fruit	Number
Strawberry	....
Apple	....
Orange	....
Grapes	....



What is the **most** favorite fruit? ....

What is the **least** favorite fruit? ....

How many students liked (apple) ? ....

How many students in all liked (orange) **and** (grapes) ? ....

How many more students liked (strawberry) **than** (apple) ? ....

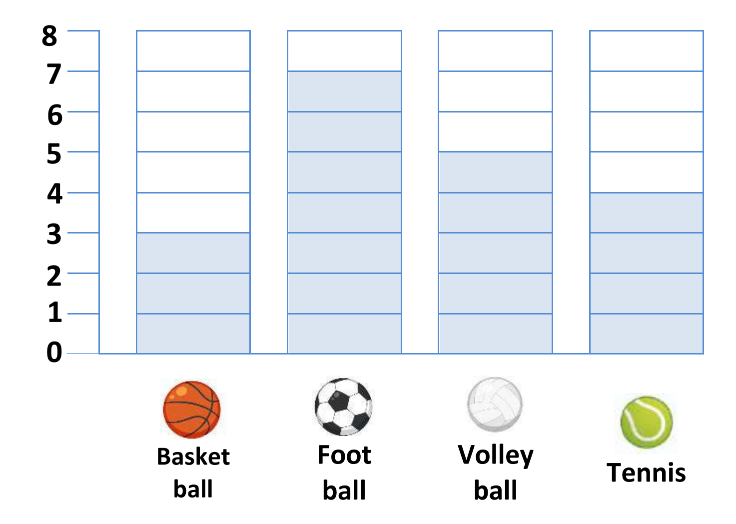
- Collect and interpret data in a horizontal bar graph. [ ]

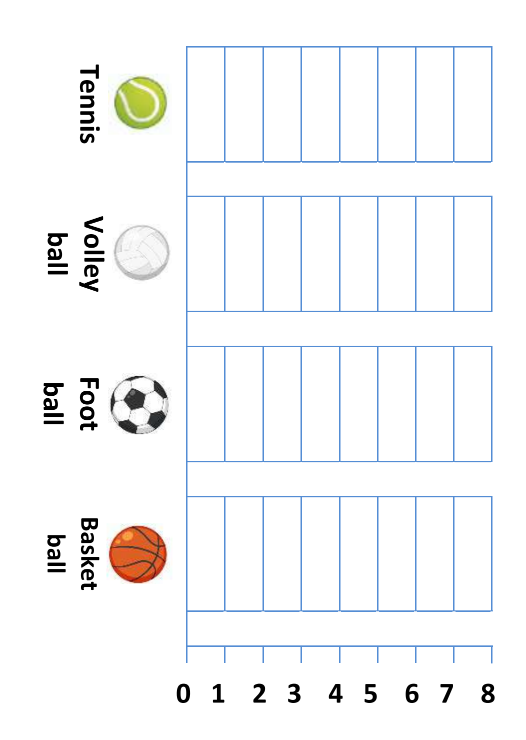
Lesson 3 Vertical bar graph and horizontal bar graph



Convert data from the vertical bar graph into a horizontal bar graph:

This is a survey about favorite sport in the class



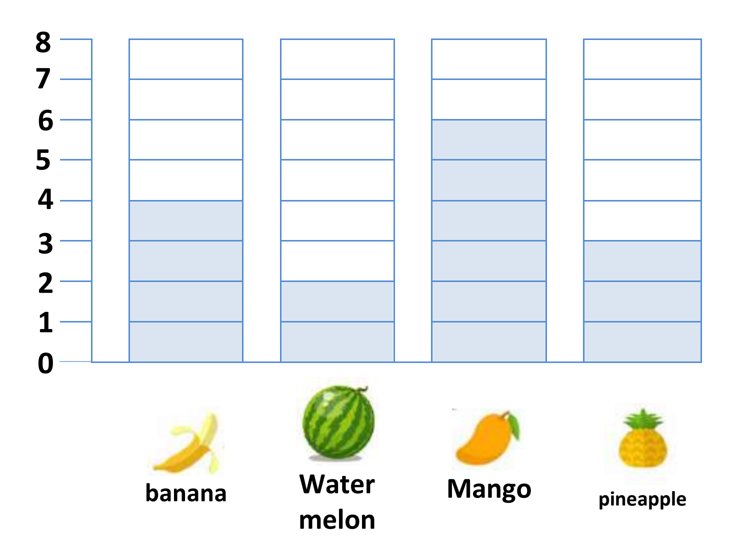


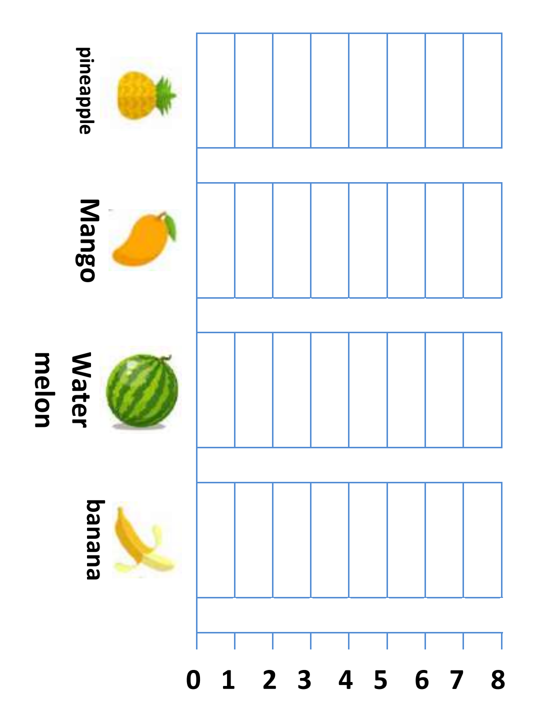
- Convert data from the vertical bar graph into a horizontal bar graph. [ ]



Convert data from the vertical bar graph into a horizontal bar graph:

This is a survey about favorite fruit in the class





- Convert data from the vertical bar graph into a horizontal bar graph. [ ]

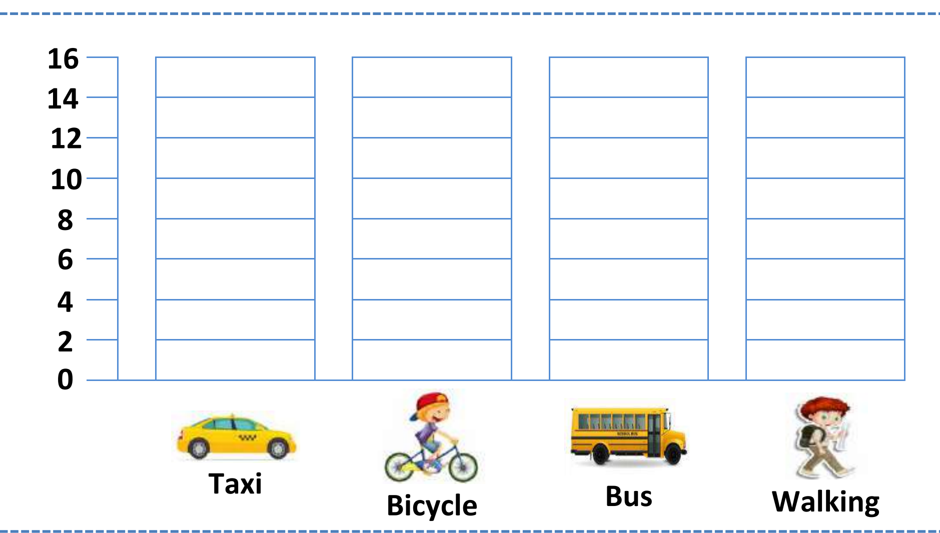
Lesson 4 Bar graph with a scale of 2 or 10



Complete and represent:

This is a survey about favorite transportation in the class:

Transportation	number
Taxi	8
Bicycle	10
Bus	4
Walking	12



What is the **most** favorite transportation? ....

What is the **least** favorite transportation? ....

How many students liked (bus) ? ....

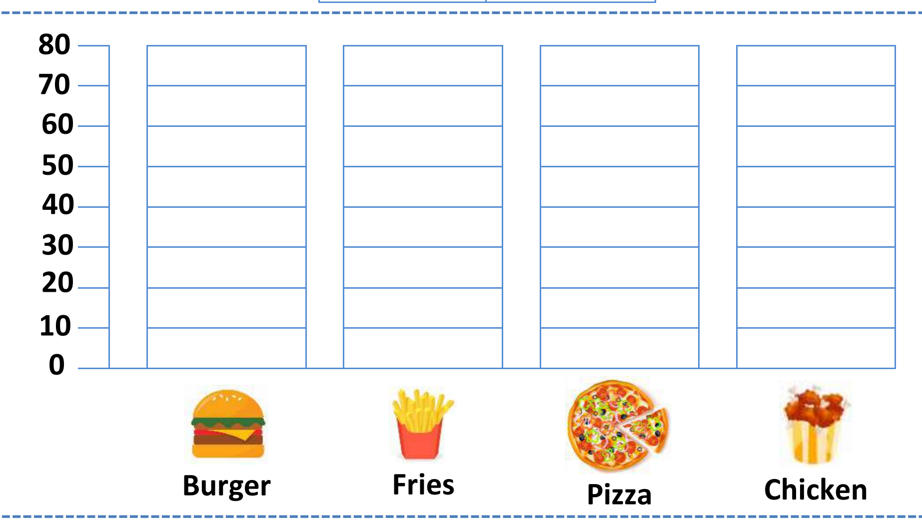
How many students in all liked (taxi) and (bicycle) ? ....

How many more students liked (walking) than (bus) ? ....



This is a survey about favorite food:

Food	number
Burger	70
Fries	20
Pizza	30
Chicken	50



What is the **most** favorite food? ....

What is the **least** favorite food? ....

How many people liked (fries) ? ....

How many people in all liked (pizza) and (fries) ? ....

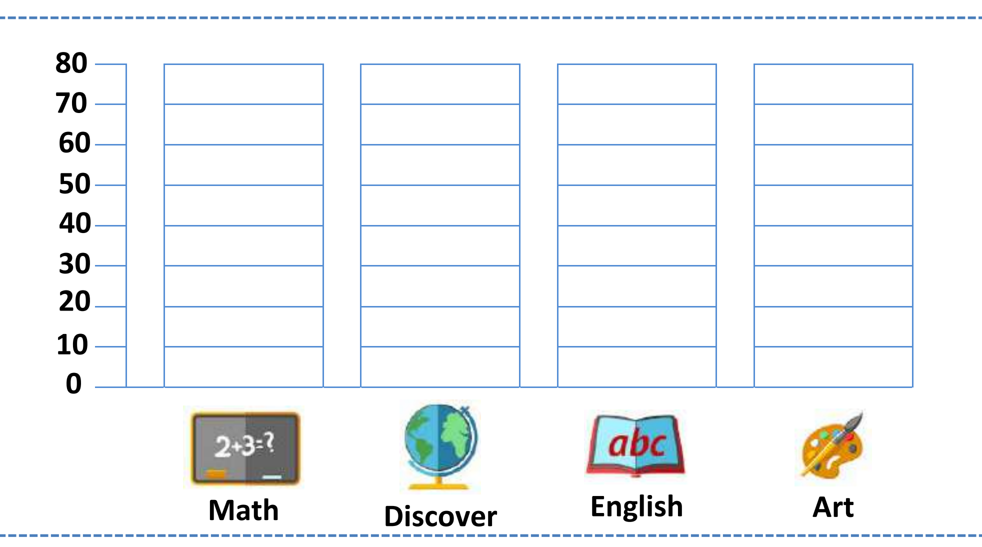
How many more people liked (chicken) than (pizza) ? ....

- Interpret a bar graph with a scale of 10. [ ]



This is a survey about favorite subject in the school:

subject	number
Math	60
Discover	10
English	40
Art	30



What is the **most** favorite subject? ....

What is the **least** favorite subject? ....

How many students liked (Discover) ? ....

How many students in all liked (English) and (Art) ? ....

How many more students liked (Math) than (Discover) ? ....



Pictograph

is a way to **represent** data by using **pictures**.

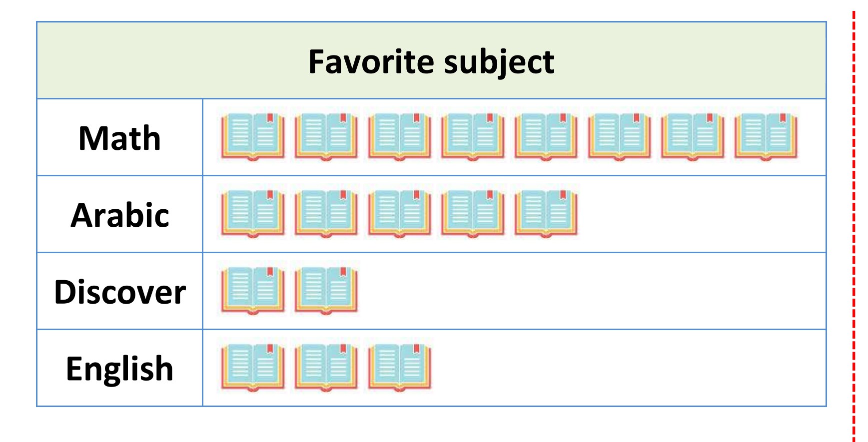


Key

The key tells how many each pictures represents.

Example:

This is a survey about favorite subjects in the class:



Favorite subject	
Math	📖📖📖📖📖📖📖📖
Arabic	📖📖📖📖📖
Discover	📖📖
English	📖📖📖

Key: 📖 = 1 student

Favorite subject	
Math	📖📖📖📖
Arabic	📖📖📕
Discover	📖
English	📖📕

Key: 📖 = 2 student, 📕 = 1 student

What is the **most** favorite subject? Math

What is the **least** favorite subject? Discover

How many students liked Arabic? 5

How many students in all liked Arabic and English? 5 + 3 = 8

How many more students liked Math than Discover? 8 – 2 = 6

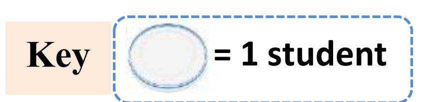
- Distinguish between bar graph and pictograph. [ ]



Complete and represent:

Favorite food	
Spaghetti	○○○○○
Meat	○○
Salad	○
Chicken	○○○○

Food	Number
Spaghetti	....
Meat	....
Salad	....
Chicken	....





Complete and represent:

Favorite Juice	
Strawberry	🥤🥤🥤🥤🥤
Watermelon	🥤🥤🥤
Orange	🥤🥤🥤🥤🥤🥤🥤🥤🥤
Apple	🥤🥤🥤🥤

Juice	Number
Strawberry	....
Watermelon	....
Orange	....
Apple	....

Key 🥤 = 1 student

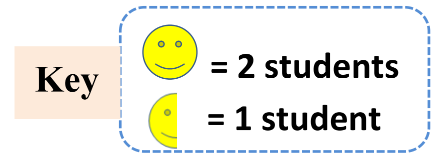
- Read and write data of pictograph. [ ]



Complete and represent:

Favorite pet	
Dogs	
Fish	
Birds	
Cats	

Pets	Number
Dogs	....
Fish	....
Birds	....
Cats	....

Key 



Complete and represent:

Favorite fruit	
Banana	
Watermelon	
Apple	
Strawberry	

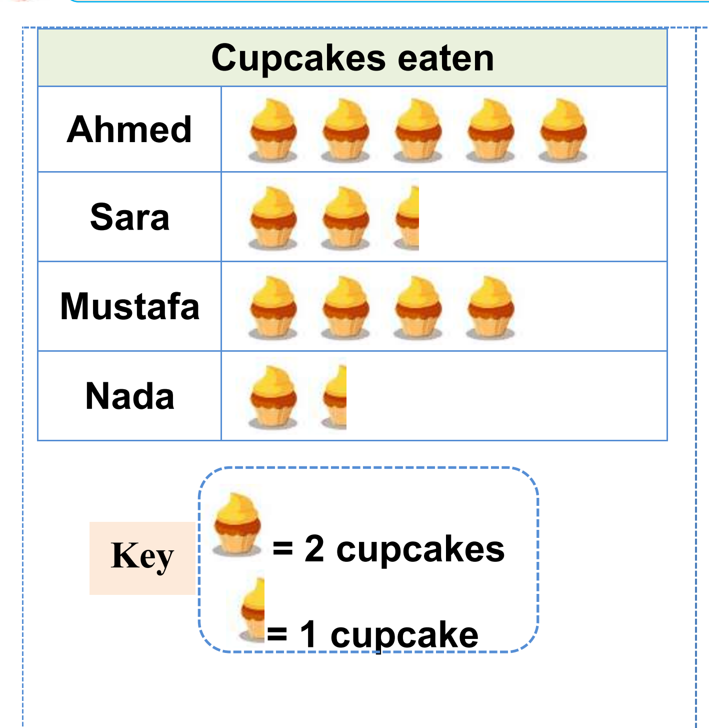
fruits	Number
Banana	....
Watermelon	....
Apple	....
Strawberry	....

Key
= 2 students
= 1 student

- Read and write data of pictograph. [ ]



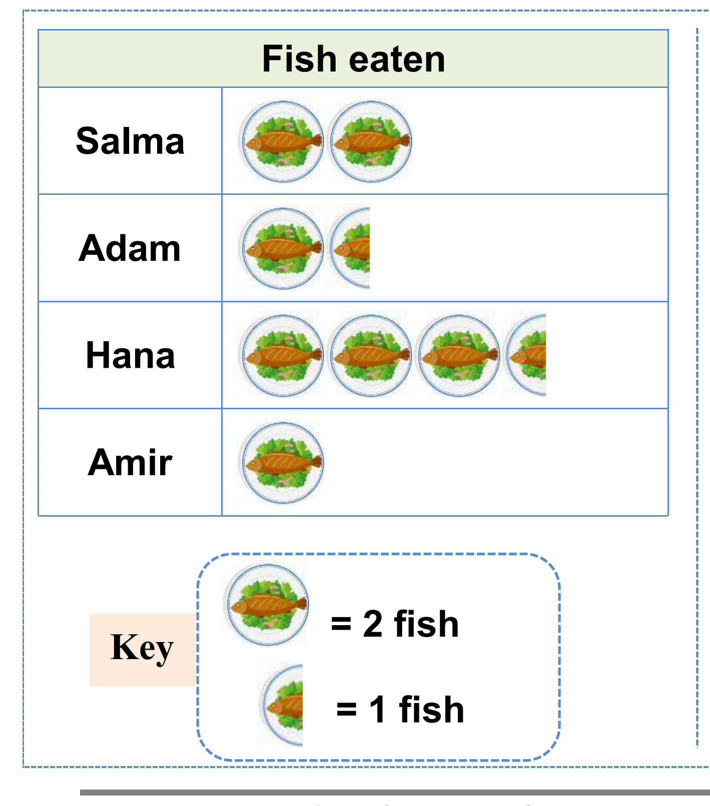
Convert the information from a pictograph into a bar graph:







Convert the information from a pictograph into a bar graph:

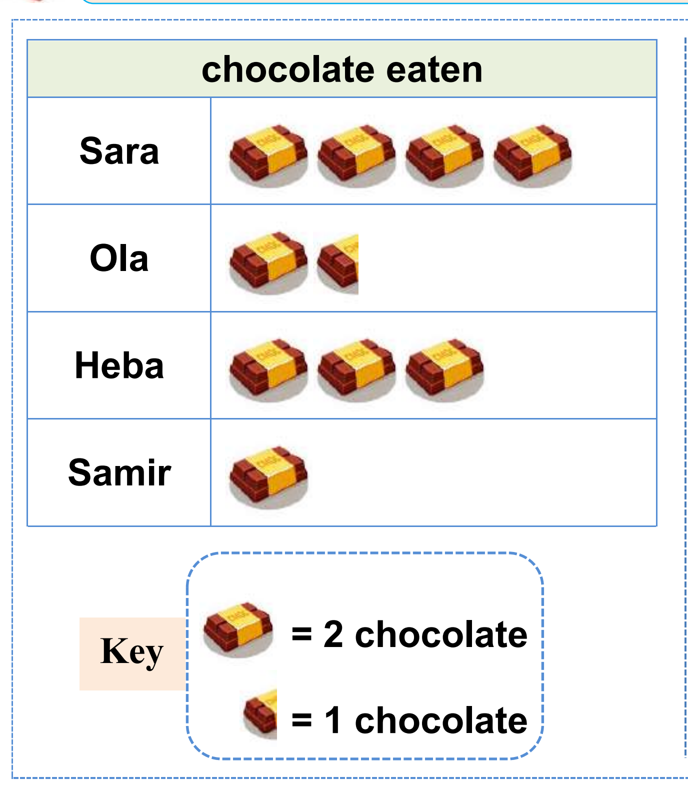




- Convert the information from a pictograph into a bar graph. [ ]

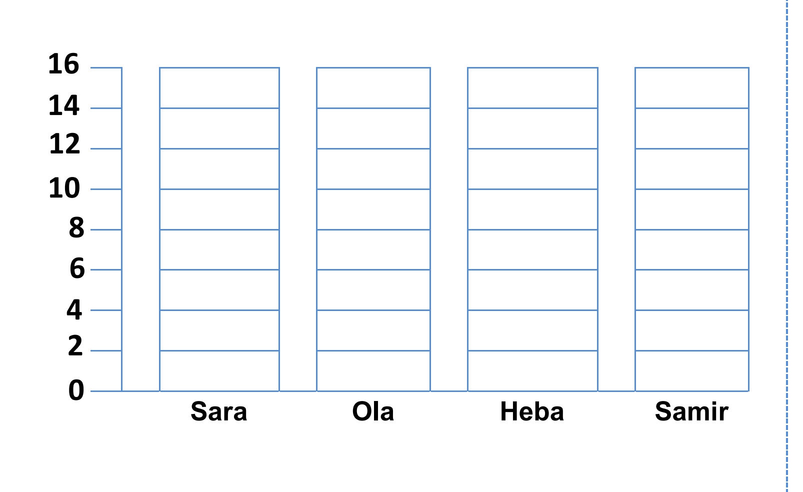


Convert the information from a pictograph into a bar graph:



chocolate eaten	
Sara	
Ola	
Heba	
Samir	

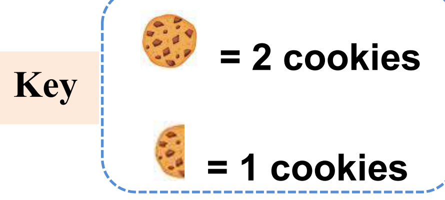
Key
= 2 chocolate
= 1 chocolate





Convert the information from a pictograph into a bar graph:

Cookies eaten	
Maged	
Aya	
Sama	
Yara	



Key
= 2 cookies
= 1 cookies



- Convert the information from a pictograph into a bar graph. [ ]



Complete and represent:

13 marks

This is a survey about favorite food in the class:

Food	number
Soup	....
Meat	....
Chicken	....
Salad	....

8
7
6
5
4
3
2
1
0

Soup Meat Chicken Salad

What is the **most** favorite food? ....

What is the **least** favorite food? ....

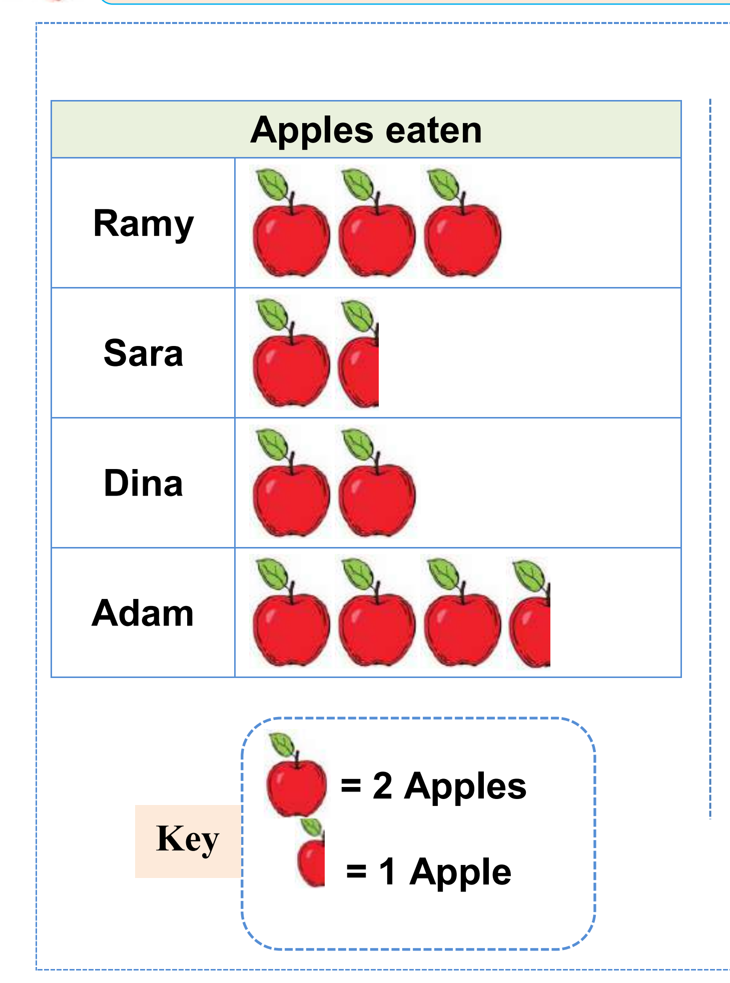
How many students liked ? ....

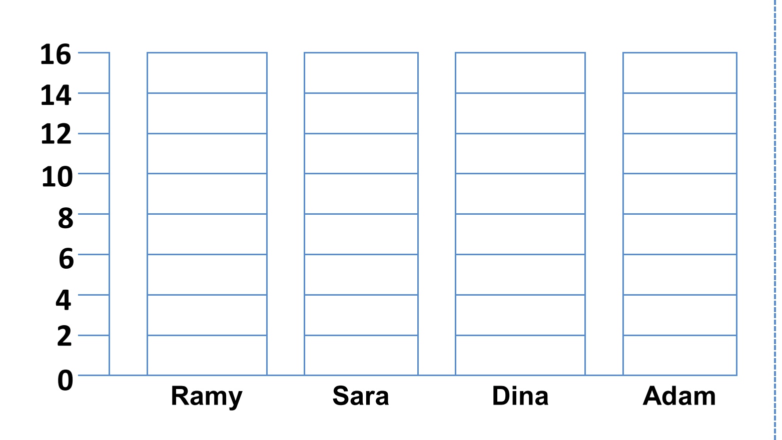
How many students in all liked and ? ....

How many more students liked than ? ....



Convert the information from a pictograph into a bar graph:





Questions	Q1	Q2	Total (20)
Mark			



Chapter 6

Mr. Ahmed El Asi

Port Said - 01097509532



Lesson 1	Measuring length



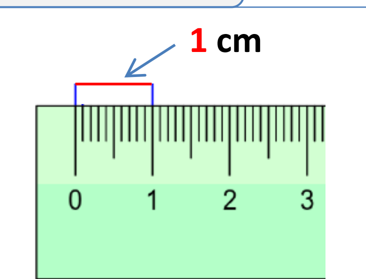
Centimeter (cm) and Meter (m)

Centimeter and Meter are units to measure the length.

Centimeter (cm): used to measure the length of small objects.

Meter (m): used to measure the length of large objects.

1 m = 100 cm





Choose the suitable unit to measure each object:

Cm m	Cm m	Cm m
Cm m	Cm m	Cm m
Cm m	Cm m	Cm m
Cm m	Cm m	Cm m

- Estimate lengths of objects. [ ]



Measure the length of each object

Object	Measure
	…… cm
	…… cm
	…… cm
	…… cm
	…… cm
	…… cm
	…… cm
	…… cm
	…… cm
GLUE	…… cm
	…… cm

- Measure the length of objects using a ruler. [ ]



Measure the length of each line using a ruler:

Object	Measure
________	.... cm
______________	.... cm
____________________	.... cm
______	.... cm
____________________________	.... cm
___________	.... cm
___	.... cm
_________________	.... cm

Measure the missing side length using a ruler:

...... cm

...... cm

...... cm

...... cm

...... cm

...... cm

...... cm

...... cm

- Measure the sides of two-dimensional shapes. [ ]

 Gram (gm) and kilogram (kg)



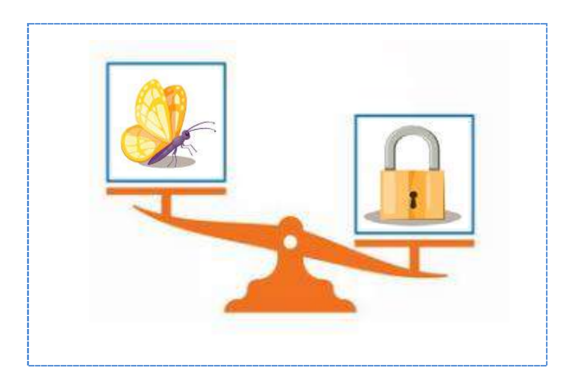
Gram and kilogram Are units to measure the weight.

Gram (gm): used to measure the length of light objects.

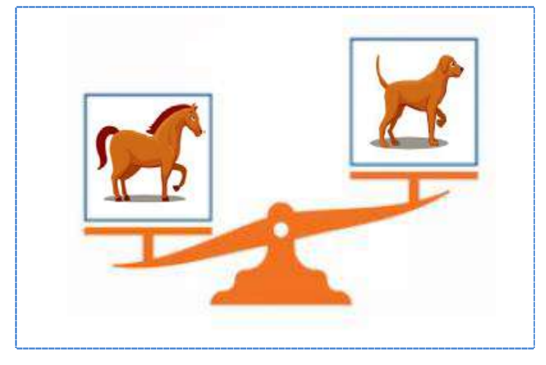
Kilogram (kg): used to measure the weight of heavy objects.

1 kg = 1000 gm

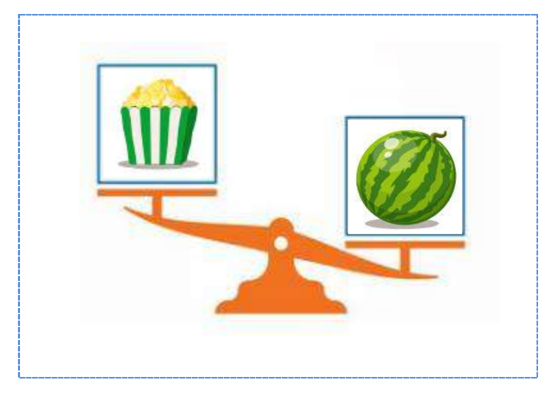
 Circle the lighter object:

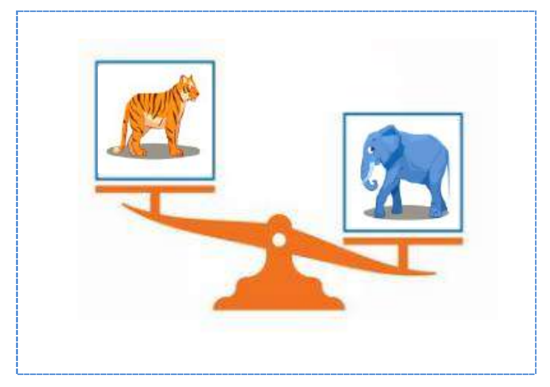








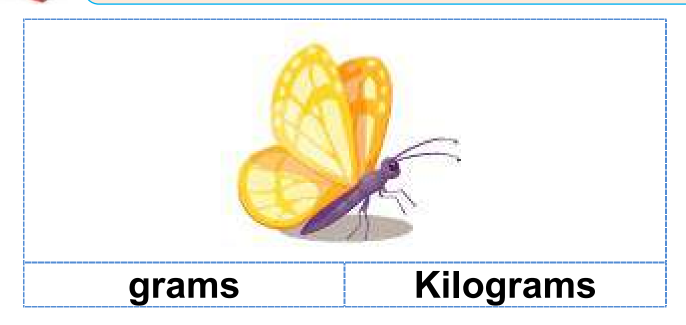




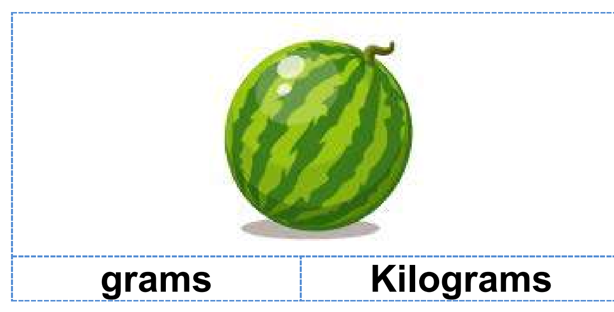
- Identify the difference between gram and kilogram. [ ]



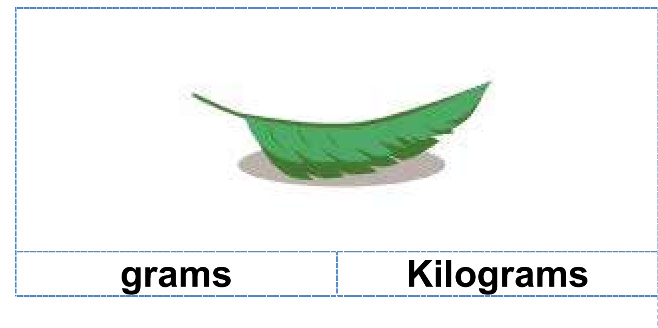
Circle the appropriate unit to measure the mass of real objects:



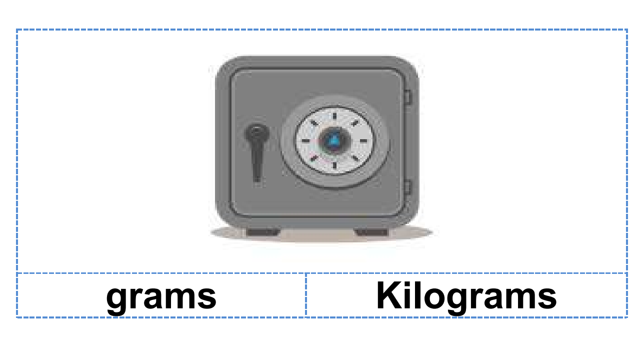
grams	Kilograms



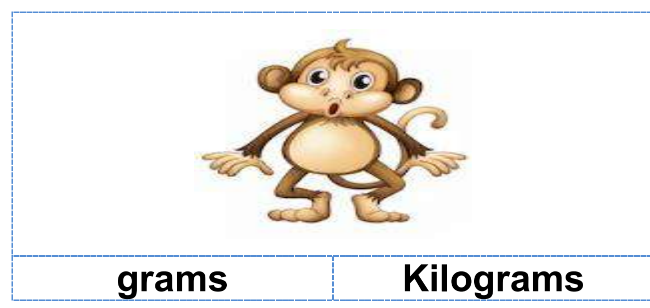
grams	Kilograms



grams	Kilograms



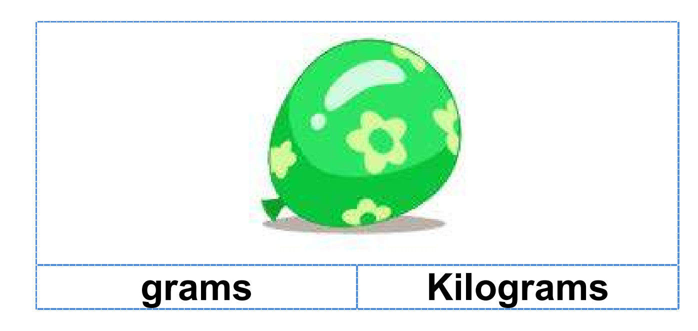
grams	Kilograms



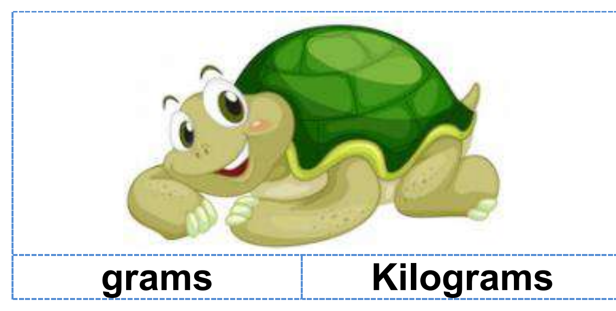
grams	Kilograms



grams	Kilograms



grams	Kilograms



grams	Kilograms



grams	Kilograms



grams	Kilograms

- Select appropriate units to measure the mass of objects. [ ]



Circle the suitable estimation of the weight of each object:

1 kilogram	50 Kilogram
1 gram	1 Kilogram
50 gram	5 Kilogram
100 gram	10 kilogram
5 gram	5 Kilogram
2 gram	2 kilogram
1 gram	1 kilogram
1 gram	1 kilogram
1 kilogram	10 Kilogram
1 gram	1 Kilogram

- Estimate the weight of objects. [ ]



Arrange the mass of the objects from least to greatest:

....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

- **Arrange the mass of objects in ascending order.** [ ]



Measuring time (minute "m" and hour "h")

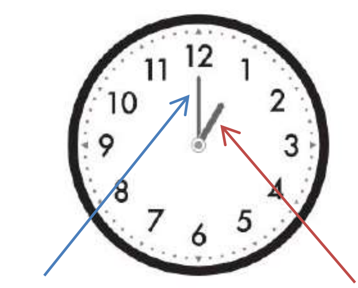
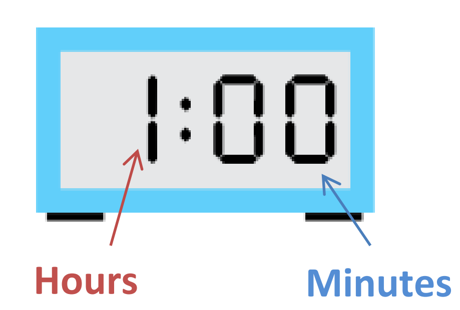
Hour and minute are units to measure the time.

Minute (m): used to measure the short time.

Hour (h): used to measure the long time.

1 hour = 60 minutes



Analog clock	Digital clock
 Minute hand / Hour hand It's 1 o'clock	 Hours / Minutes It's 1 o'clock



Circle each analog clock:















- Distinguish between analog clock and digital clock. [ ]



Time "A.M. and P.M."

The day is **24 hours** divided into **two parts**.

A.M. : from 12 midnight until 12 noon.

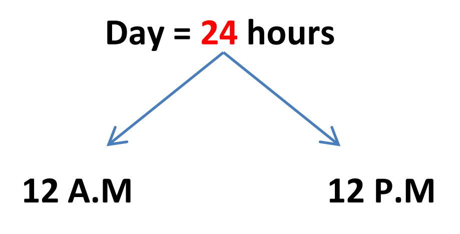
P.M. : from 12 noon until 12 midnight.



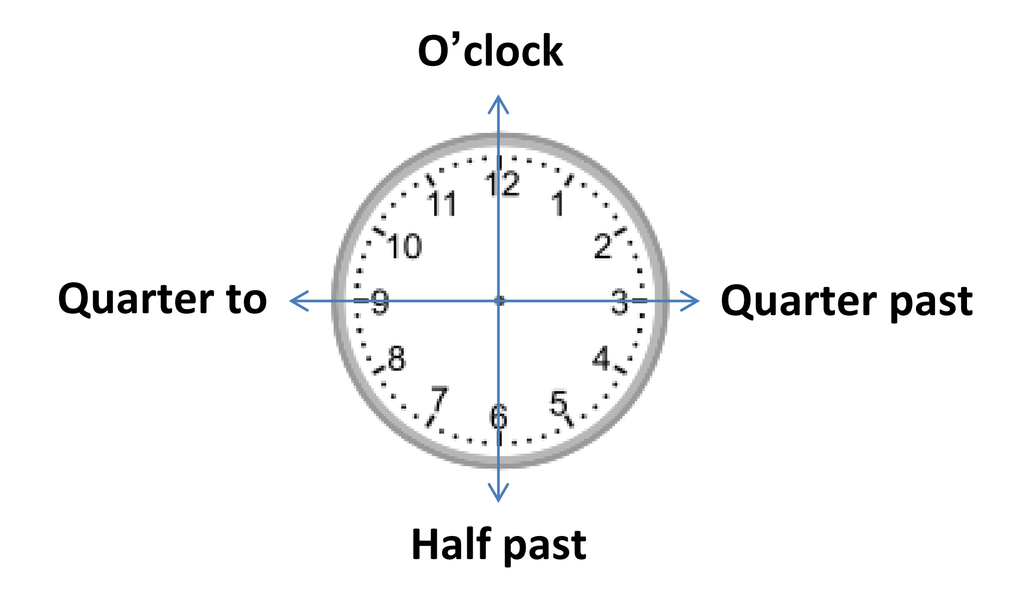
Circle the appropriate time for each activity:

I wake up A.M. P.M	I brush my teeth A.M. P.M	I eat breakfast A.M. P.M
I go to school A.M. P.M	I back home A.M. P.M	I eat lunch A.M. P.M
I do my homework A.M. P.M	I eat dinner A.M. P.M	I go to bed A.M. P.M

- Distinguish between A.M. and P.M. [ ]

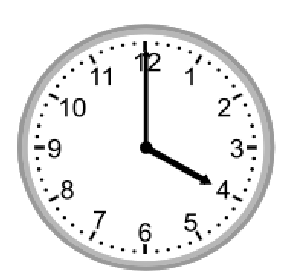


Each 1 hour = 60 minutes

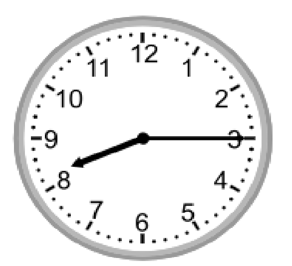




Read as:



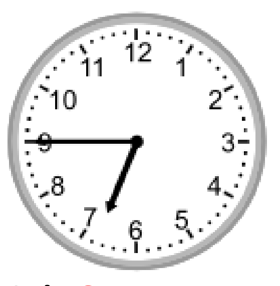
It is 4 O'clock



It is Quarter past 8



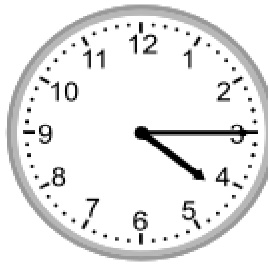
It is Half past 11



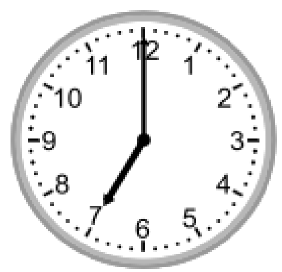
It is Quarter to 7



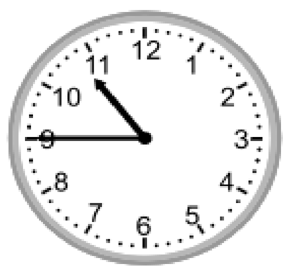
Read and write the time:



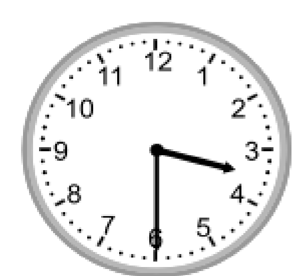
It's ....



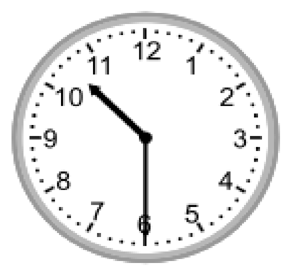
It's ....



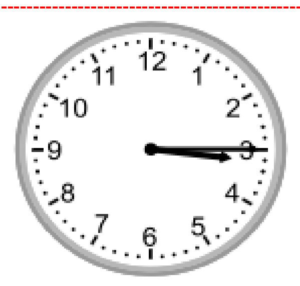
It's ....



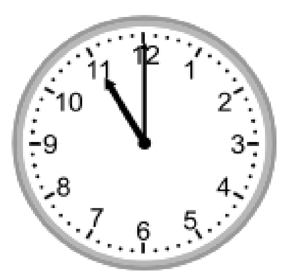
It's ....



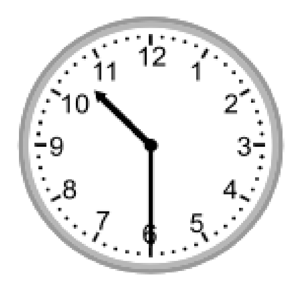
It's ....



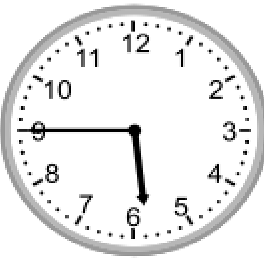
It's ....



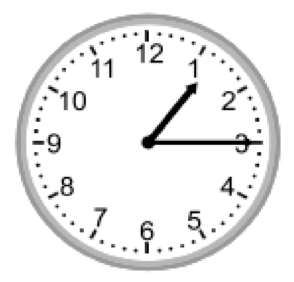
It's ....



It's ....

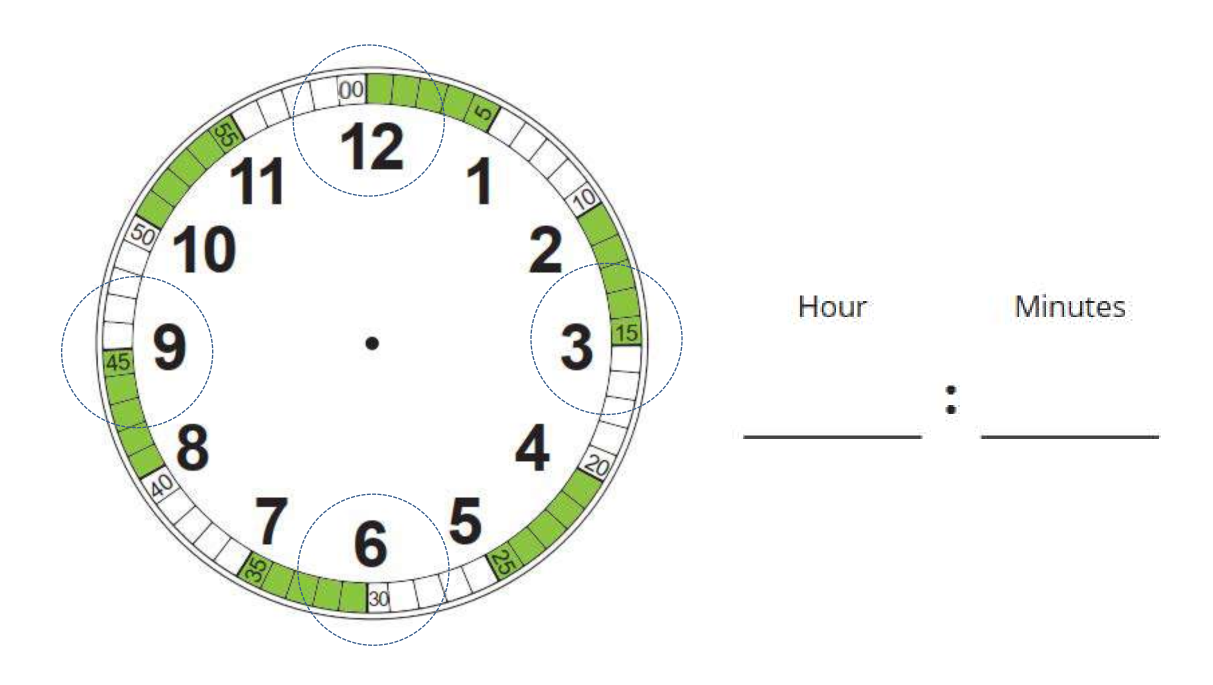


It's ....

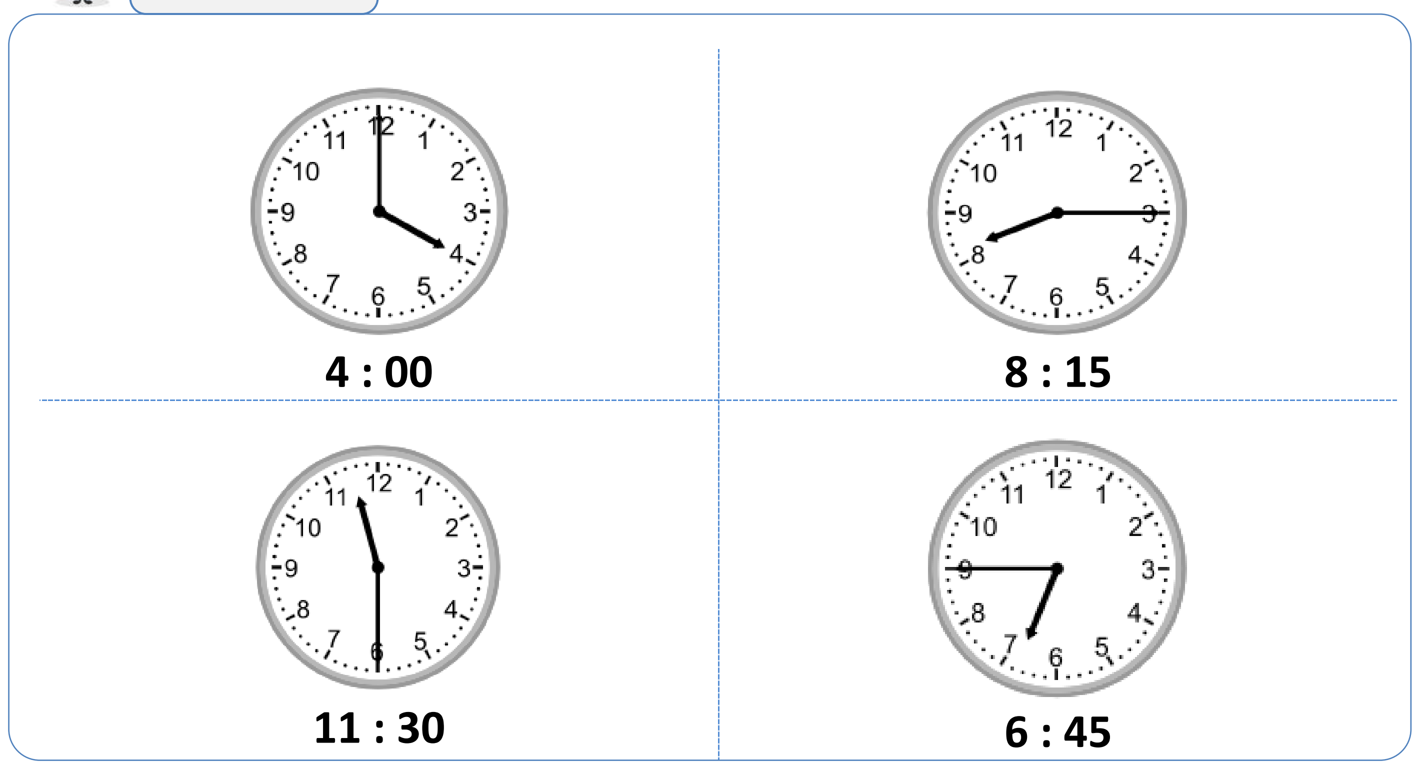


It's ....

- Read and write time to the hour, half hour, quarter hour. [ ]



Write as:



- **Match analog times to digital times.** [ ]



__ : __	__ : __	__ : __
__ : __	__ : __	__ : __
__ : __	__ : __	__ : __
__ : __	__ : __	__ : __
__ : __	__ : __	__ : __

- **Match analog times to digital times** [ ]



Show the time on the clock:

1 : 30	7 : 00	5 : 15
3 : 00	5 : 30	4 : 45
6 : 30	9 : 45	7: 00
2 : 45	10 : 15	1 : 30
9 : 00	12 : 45	11 : 15

- Show the time by drawing hands of analog clock. [ ]

Assessment "Chapter 6"



Measure the length of each line using a ruler:

8 marks

Object	Measure
________________	.... cm
________________________	.... cm
____________	.... cm
____________________________	.... cm
____________________________________	.... cm
________________________________	.... cm
____	.... cm
________	.... cm



Circle the appropriate unit to measure the mass of real objects:

4 marks



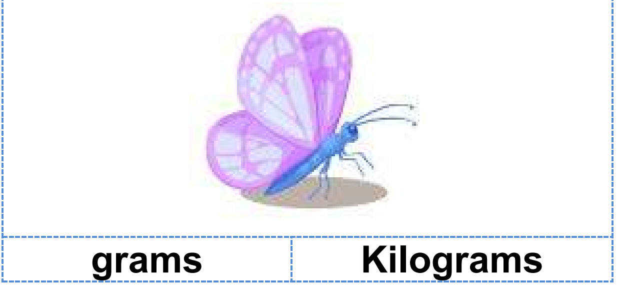
grams | Kilograms



grams | Kilograms



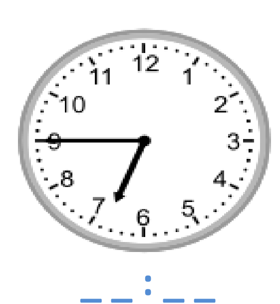
grams | Kilograms



grams | Kilograms

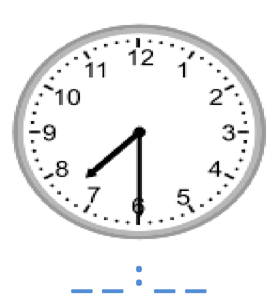


Write the time in two ways: 12 marks



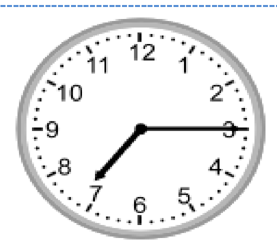
_ _ : _ _

It's ....



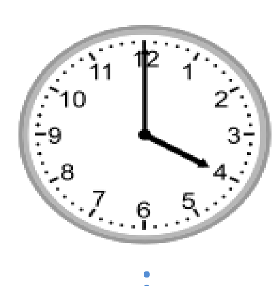
_ _ : _ _

It's ....



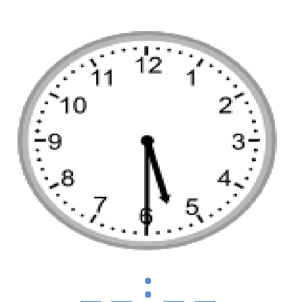
_ _ : _ _

It's ....



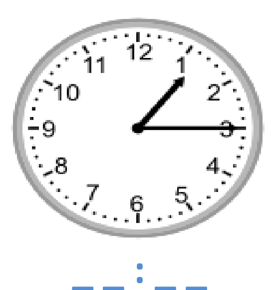
_ _ : _ _

It's ....



_ _ : _ _

It's ....



_ _ : _ _

It's ....

Questions	Q1	Q2	Q3	Total (24)
Mark				

تم بحمد الله

تم الانتهاء من منهج الصف الثاني الابتدائي لغات _ للفصل الدراسي الأول للعام 2022 / 2023

مع تحياتي: مستر احمد العيسوي _ يوسف عبد _ 01097509532